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ABSTRACT

This teacher's guide is designed for use in presenting a five-unit course in effective employment practices that is part of a life skills series intended to help students become more self-sufficient in their personal and professional lives. The course's five instructional units cover these topics: planning a career, searching and applying for a job, interviewing for a job, estimating pay, and succeeding on the job. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills and problem solving, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with life skills training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

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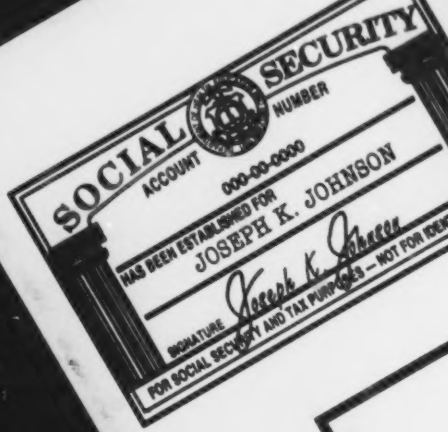
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Effective Employment Practices

Developed by the
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Oklahoma Department of Vocational and Technical Education

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Effective Employment Practices

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FOREWORD

The Life Skills series was previously published as Successful Living Skills. The series has been substantially revised and modernized. Life Skills was written to help people become more self-sufficient in their personal and professional lives. The series contains ten modules, covering a range of subjects from *Effective Employment Practices* to *Successful Clothing Management.* Each module takes students through the important areas within the subject matter to develop a basic working knowledge.

Roy Peters, Jr.
State Director
Oklahoma Department of Vocational and Technical Education

ACKNOWLEDGEMENTS

The revision of *Effective Employment Practices* and the other modules in the Life Skills series (previously published as Successful Living Skills) was made possible through the efforts of a number of dedicated individuals.

Special thanks to Sue Hoevelman, Ed.D. and Judith Armstrong for their insight, writing and editing. Thanks also to Dia Burroughs for her editing efforts.

Thank you to the staff of the Oklahoma Department of Vocational and Technical Education's Curriculum and Instructional Materials Center: Word Processors Charlotte Tarkington, Brenna Tillman, Rose Primeaux, and Margie Kirkendall deserve a note of thanks for their work. Thanks to Terri Tomson, contracts secretary; Bob Davis and his staff in the Art Department; Darrell Stiles and the Warehouse staff; and Danny Darrow and the Print Shop staff.

The substantial revisions in this series could not have been made without the support and encouragement of John Friedemann, CIMC coordinator, and Dr. Lynna Ausburn, CIMC development coordinator.

Connie S. Romans
Technical Communication Specialist
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education

OTHER MODULES IN THE SUCCESSFUL LIVING SKILLS SERIES

Managing Personal Matters

Successful Study Habits

Effective Communication

Basic Automotive Responsibilities

Responsible Citizenship Practices

Development of Financial Skills

Successful Clothing Management

Effective Social Skills

Successful Human Relations

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Effective Employment Practices contains five units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, Suggested Activities for the instructor, Handouts, Information Sheets, Supplements, Transparency Masters, Job Sheets, Written Tests, and answers to Assignment Sheets and Written Tests, all of which are included in the instructor's edition. The student workbook includes the Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Written Tests may be duplicated for classroom use or *additional copies* may be purchased by calling 1-800-654-4502 or, in Oklahoma, 1-800-522-5810, ext. 589.

All of the unit components tie into measurable and observable learning outcomes. Instructors are encouraged to supplement these components with other resources in order to make them as responsive to local conditions and individual needs as possible.

Most units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
    - Supplies and equipment needed
    - Amount of class time needed for demonstrations
    - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheet

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms. The unit objectives states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and the community. When objectives are added, the instructor should remember to supply the needed Information, Assignment, and/or Job Sheets, and criterion-referenced test items.

Suggested Activities – Instructor's Edition only

The Suggested Activities section assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the Suggested Activities prior to introducing the unit to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Handouts – Instructor's Edition only

Handouts are supplemental material that is not testable or graded and is nice-to-know. Handouts provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student. Handouts are used at the discretion of the instructor.

Information Sheets

The Information Sheets provide "must know" content essential for meeting the cognitive objectives stated at the beginning of each unit. It serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective.

Students should read each Information Sheet before it is discussed in class. Space is provided in the margins for students and instructors to add notes that clarify and/or expand on the information provided.

The Information Sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. ☑ **NOTES:** are short verbal additions to the Information Sheet that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories to the student used to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Supplements

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a Supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or Job Sheets. While Supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Transparency Masters - Instructor's Edition only

Transparency Masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information, or they may reinforce information presented in the Information or Assignment Sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the students' attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets

Assignment Sheets provide students with information and exercises that address learning levels at or above the application level of Bloom's taxonomy. Assignment Sheets provide written exercises for instruction and practice of a specific objective. The introduction to the Assignment Sheet explains how the Assignment Sheet relates to the subject area and unit component for such information.

Job Sheets

Job Sheets are another important segment of a unit of instruction. The Job Sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each Job Sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or salon situation. Job Sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Written Tests – Instructor's Edition only

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

In order to measure and document student competency gains as required by the latest Carl Perkins regulations and as outlined in the Oklahoma-developed system of standards and measures, it is *absolutely essential* that the same test be used as a pretest and as a posttest. If you choose to use tests other than the ones included herein, be sure that the same instrument is used for each activity–pretest and posttest.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements is included in the CIMC publication, *Measuring Learning & Competency Gain: The Pretest/Posttest Approach*. This booklet and accompanying software designed to assist in calculating and recording student gains are available to all vocational teachers through the school's vocational testing liaison.

Answers – Instructor's Edition only

This component is designed to assist the instructor in evaluating student performance on Assignment Sheets and Written Tests.

PAGE NUMBERING

Each unit will be recognized by the unit number in Arabic numerals. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the Objective Sheet in **Succeeding on the Job**, which is Unit 5, would look like this:

> OBJECTIVE SHEET - Effective Employment Practices
> **CIMC** - 5 - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit by deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

BASIC SKILLS IN CURRICULUM

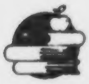
The CIMC has always been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

Recent state and federal legislation mandates vigorous basic skills development in vocational education in the wake of demands by industry that workers *must* be academically, as well as technically, competent, given the nature of the highly complex workplace. In response, the CIMC has taken the following steps to document that, indeed, the instructional materials *do* combine academic skills training with the vocational training. In addition, concerted efforts have been made to "beef up" or enhance the basic skills instruction already present. Following is a brief description of those processes.

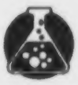
Basic Skills Icons and Enablers

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, and a list of specific tasks, or enablers, to identify the basic skill or skills called for in each Job or Assignment Sheet.

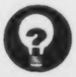
Each of the nine broad skills areas–reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking and problem solving, employability, and social studies–is represented by an icon presented below.



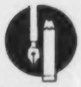
Reading



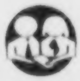
Science



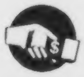
Creative Thinking/
Problem Solving



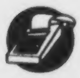
Writing



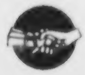
Oral Communication



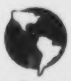
Employability



Math



Interpersonal or Relating



Social Studies

When an activity involving one of these basic skills is identified, the corresponding icon is placed in the left-hand margin of the Job or Assignment Sheet. The basic skills training is further defined by retrieving the specific, or enabling, skill that is required by consulting a list of over two hundred and fifty enablers that has been compiled and grouped with each general basic skill. This enabling skill is placed directly below the icon.

As an example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and reference skills. The basic skills that the exercise promotes would be depicted in the left-hand margin as follows:

ASSIGNMENT SHEET

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Name ______________________________ Score __________

OBJECTIVE 10

Define personal territory.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

- As discussed in objective 1, each person has an invisible "space bubble" or comfort zone. A comfort zone is the space between oneself and others that brings a feeling of well-being. When one's comfort zone is crowded or invaded, discomfort often results. Therefore, personal territory needs should be a prime consideration when planning living space.
- For each of the following situations, draw your estimated comfort zone around the figures provided.
- Indicate how many inches from your body the comfort zone extends.
- Consider how that comfort zone changes in different situations. Answer the questions that follow.

MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. Detailed information regarding performance gains analysis is contained in the CIMC publication, *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* In addition, the CIMC has developed a computer program, CARL, which will perform all necessary calculations and will print out a record form of all information required for gain score analysis. Copies of CARL and the publication are available through your local testing liaison (in Oklahoma) or from the CIMC at 1-800-654-4502.

REQUIRED CRITERIA FOR A COMPETENCY-BASED EDUCATION PROGRAM

Criterion	**Discussion**	**CIMC component meeting criterion**
1. Instruction is based on clearly-stated learning objectives that are: a) observable and measurable, and b) communicated in writing to students before instruction begins.	Learning objectives drive CBE. Objectives are the "competencies" that learners must achieve. Each objective must clearly state what *learners* must *do* to demonstrate acquired skill or knowledge. Verbs in learning objectives are active and precise, stating the exact performance expected of learners. The objectives should also specify the standard or level of performance required. Objectives can be at any level of Bloom's Taxonomy and can include the cognitive, psychomotor, and affective domains. Higher-order cognitive skills should be included.	Objective Sheet
2. Instruction is aligned with the stated learning objectives	In CBE, the objectives specify what is taught. "Content" should relate to one or more objectives. The curriculum should cover all objectives with relevant information.	Information Sheet
3. There is a student evaluation system that is: a) criterion-referenced, and b) aligned to the learning objectives and the curriculum.	In CBE, the aim is to bring the performance of *all* learners up to a pre-defined standards and competencies. Learners work on each competency until they achieve "mastery"; the evaluation system should test and record this mastery. Learners can restudy and retest as often as needed. Specific remediation activities should also be available to learners when needed. The evaluation system focuses on what each student has achieved, not on what the instructor has "taught." The "constant" in CBE is student performance; the "variables" are time and resources. (This differs from traditional systems where learners get one chance at mastery; some succeed and some fail. In such systems, time and resources are constant and student achievement is variable.) If an evaluation is criterion-referenced, successful learner performance is defined by (or *referenced* to) mastery of pre-set objectives and standards (or *criteria*): there must be a careful match (or *alignment*) between what the student should master (objectives), what is taught (curriculum), and what is tested. Objectives, curriculum, and evaluation system must all match.	Written Test and Job Sheet/Skill Test

Criterion	Discussion	CIMC component meeting criterion
4. There is an observable management system of cognitive skill practice that provides for, promotes, and documents mastery learning.	For both cognitive and psychomotor skills, a CBE program must have a system of maintaining records of which skills and activities each learner has completed, which ones are in progress, and which ones have not yet been completed. Completion means "mastery"; no skill is completed until the learner has achieved the mastery level. The record system should promote feedback on student skill attainment to *both* instructor and learners, provide for remediation as needed, and encourage reevaluation of learner performance until mastery is achieved. Appropriate remediation strategies often should consider learning styles and other individual differences among learners. Learners should work on skills and activities until they achieve mastery. They should not be "passed on" without mastery. While learners may move ahead and work on other skills (i.e those for which all prerequisite skills have been mastered or those without prerequisites), work should also continue on the skills still requiring mastery. Students should not attempt higher-order skills until all prerequisite skills are mastered.	Assignment Sheet
5. There is an observable management system of psychomotor skill practice that provides for, promotes, and documents mastery learning.		Job Sheet/Skill Test
6. Skill mastery records are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.	Records should clearly indicate the skills each learner has mastered. One such record should profile or list the competencies that have been mastered and those to be mastered. Other performance indicators can be added and kept in a portfolio for each learner. Learners should have ready access to their portfolios to monitor their own progress in skill mastery and competency attainment.	Competency Profile

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with accurate and effective materials. Although the CIMC strives to maintain the highest standards of development and production, oversights sometimes do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. To do this, please identify the page(s) affected and write any comments to clarify the error or suggestion. Use the spaces below. Then, simply fold (bottom of page *upward*, top *downward*), secure, and mail.

This information will be used to correct the publication before the materials are reprinted. To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error.

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Effective Employment Practices

Instructional Supplement

Reading

Science

Creative Thinking/
Problem Solving

Writing

Oral
Communication

Employability

Math

Interpersonal
or Relating

Social Studies

Reading Comprehension

- If students have difficulty gaining factual information:
  - Remind students that they probably read for many reasons. One of these reasons is to learn new information. The reason you have for reading helps determine the way you read.
  - Have students discuss the different techniques they use when reading. Lead the discussion so that students realize that, when they read for fun, they may read quickly; they may skim some parts and read others more carefully. Reading for facts requires more care.
  - Suggest that one technique found to be successful includes the following steps:
    - Identify in advance what it is you want to learn. Be certain that before starting to read, you have a clear understanding of what you want to accomplish. It sometimes helps to list the questions to be answered.
    - If the material to be read includes a table of contents, study it to get an understanding of how the material is organized.
    - Scan through the material noting headings, highlighted information, illustrations, etc.
    - Read the material carefully. Take notes or highlight as you read, listing or marking the information you want to learn. Note key words and ideas.
    - Study your notes/highlighted material. Ask yourself if you found all you wanted to learn. If not, read the material again or locate another source for the information.
  - Tell students that they should find a personal technique for reading to learn factual information.
- If students have difficulty distinguishing fact, opinion and inference:
  - Discuss the difference between fact, opinion and inference. The discussion should include the definitions of fact, opinion and inference. Emphasize that facts are *objective.*
  - Create or provide samples of sentences that illustrate fact, opinion and inference. One source would be the newspaper; hard news stories illustrate facts, editorials illustrate opinion and inference. For each sample, ask students whether the sample is fact, opinion, or inference. Ask students "Would each person who researched or observed the event or question come up with the same answer?" Continue until you are sure that students understand the difference between fact, opinion and inference.

- If students have difficulty drawing conclusions:
  - ☐ Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.
  - ☐ Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.
  - ☐ Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.
  - ☐ Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. In more complex situations, it is often a good idea to take notes about possible conclusions as you work.
- If students have difficulty reacting to written material:
  - ☐ Explain to students that, in order to be able to react effectively to written material, the reader should first have an idea of what he or she is looking for in the material.
  - ☐ Discuss ways in which written material can prompt a reaction by the reader. (For example, a written warranty or guarantee can stimulate a consumer's letter of redress.) Ask students for other examples.

Research and Reference

- If students have difficulty selecting useful resources:
  - ☐ Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.
  - ☐ Help students learn how to locate each resource in libraries, resource centers, or media centers.
- If students have difficulty locating resources:
  - ☐ Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.

    - Have students volunteer to tell how they would locate the resources discussed. (Be sure they know how to locate each resource in libraries, resource centers, or media centers.) Discuss the use of the library's card catalog or its computerized location system.

Functional Reading

- If students have difficulty interpreting forms and records:
    - Remind students that interpreting forms and records is a skill they will be practicing throughout life. We must read and interpret forms or records almost daily. Have students volunteer to identify the types of forms or records they will encounter or have already encountered.
    - Compare the interpretation of forms and records to reading a page. Each part of the form or record has a specific purpose. Suggest that, when they have a form or record to interpret, students should carefully study the headings and the sections within the form or record, as well as the key or any other information that will help in understanding the meaning of the form or record.
- If students have difficulty following written instructions:
    - Discuss the possible consequences of not following instructions precisely.
    - Review the *importance* of following written instructions. Give appropriate scenarios when written instructions are not followed or are not followed completely and correctly.
    - Discuss the *relationship* between the order of written instructions and the appropriate outcome. Emphasize the need to follow written instructions in their proper order. Use examples where the order of instructions in a sequence is critical to the outcome of the task.
    - Explain to students that one of the keys to following written directions successfully is to read the directions completely before actually beginning to follow them. Doing this ensures that you will not be surprised as you work through the steps. It also gives you an opportunity to ask questions about steps you do not understand.
    - Tell students that, after they have read the directions and understand what to do, they should go back to Step 1 and follow the directions step-by-step (without skipping any steps). Remind students that it is important to follow steps in order, even if they think they already know what to do.
- If students have difficulty interpreting abbreviations/acronyms:
    - Present examples of appropriate abbreviations and/or acronyms. Use actual examples from specific sources, such as newspapers, books, and others.
    - Ask students to interpret the examples. Give hints, if needed.

Language

- If students have difficulty using standard grammar, spelling, and capitalization:
    - Discuss the importance of using standard grammar and correct spelling, punctuation, and capitalization. Include the fact that it is more difficult to read and understand incorrectly-written materials, and that readers will take correctly-written materials more seriously.
    - List common errors in grammar, spelling, punctuation, and capitalization in materials written by your students. Review this list with the class or with individuals.
    - Help students to develop a checklist to use as they write, edit, and proofread. Each student can personalize his or her own checklist by adding the items that present the most problems to him or her. If spelling is a problem, suggest that the student keep a personal dictionary of frequently used or misspelled words.
    - Have students work with partners or in groups and review each others' writing. Allow time for students to discuss the comments with their partners or groups.
    - Suggest that as students write or proofread their own writing, they circle or mark places where they are unsure of the correct grammar, punctuation, capitalization, or spelling. Provide materials (English grammar/mechanics books or style guides) or class time for students to review, revise, or correct their writing.
- If students have difficulty stating ideas clearly:
    - Remind students to determine in advance the ideas they want to convey and the audience they want to reach. Audience analysis is very important in presenting ideas clearly and appropriately.
    - State that audience analysis begins early, such as when students are doing their research. They must describe their intended audience and decide how to best present their ideas to that audience. Options for communicating with the audience include written reports, charts, graphs, diagrams, etc. Explain how the audience influences the way in which the information is presented (such as very simple text with pictures, for children; a great deal of background information, for people who know nothing about or very little about the subject; or, little background but more complex information, for experts).

- ☐ Have students work with a partner or in a small group. Provide time for them to share ideas with each other and make suggestions for making ideas clearer.

- ☐ Remind students that careful preplanning and the use of correct grammar, spelling, punctuation, and capitalization are especially important if their ideas are to be clearly understood by the intended audience.

Research

- If students have difficulty taking notes:

    - ☐ Remind students of the importance of note-taking to the preparation of the final product. Explain that, because notes are for the student's own use, students should develop their own note-taking style. It will also be easier to prepare the final product if students take notes in their own words (instead of copying directly from the original source).

    - ☐ Have students volunteer to discuss some of their own note-taking techniques. Suggest that others may wish to experiment with some of these techniques.

Functional Writing

- If students have difficulty completing forms and records:

    - ☐ Remind students to first decide what information is being requested. Examine the structure of the forms used. This saves time by identifying the needed information so that time will not be spent on unwanted information.

    - ☐ Tell students to plan responses carefully before putting them in a final form. If the responses call for sentence or paragraph information, it is always a good idea to write the response in rough draft form, then edit, proofread, and rewrite the draft in a final form. Stress the importance of accurate, legible records.

- If students have difficulty writing letters:

    - ☐ Review basic purposes of letters: to communicate and to achieve desired results. Give examples of letters with specific purposes.

        - ▸ Discuss the different formats for letters: block, modified block, simplified, etc.

        - ▸ Review the parts of the letter.

        - ▸ Review guidelines for typing/preparing letters.

    - ☐ Refer the student to a reference book for greater detail about letters such as *The Gregg Reference Manual* and others.

- If students have difficulty writing job applications:
    - ☐ Remind the students that the picture they present of themselves on a job application is usually, along with a resumé and possibly a letter of application, the prospective employer's first introduction to them.
    - ☐ Explain that it is critical to make the best impression possible on an application. Ask students to suggest ways to complete an application that presents a positive picture. Be sure that the discussion includes the following suggestions:
        - ▸ Read through the entire application before beginning to write.
        - ▸ Follow all directions carefully and completely.
        - ▸ Print, or if possible type, all information except when a signature is requested.
        - ▸ Write legibly. Remember that unreadable information is useless to an employer.
        - ▸ Be neat; the neater the application, the easier it is to read and the better the impression.
        - ▸ Know the position being applied for. Be certain all information relevant to this position is on the application or resumé.
        - ▸ Answer all questions and fill in all blanks. If a question doesn't apply, write N/A.
        - ▸ Read the application carefully to be sure that it is correctly and completely filled out. Check the dates, names, addresses, and other information by comparing it to your resumé.
    - ☐ Remind the students that a poorly completed, sloppy application often prevents an applicant from being interviewed.
    - ☐ Have sample applications available for the students to practice completing.
- If students have difficulty writing resumés:
    - ☐ Remind the students that the resumé, the letter of application, and the job application are usually the first information a future employer has about you. They help the employer form an impression of you and often determine whether you will be interviewed for a job.
    - ☐ Explain that a resumé should be a written picture of you as a person. It should give the employer a brief, easy-to-understand view of your experiences, education, employment history, skills, and employment goals. It should tell the employer how and why you should be considered for employment—in other words, it tells employers what you can do for them.

- Suggest that resumés be prepared on a computer if possible so that they can be easily customized to meet the needs of any prospective employers. If it is not possible to use a computer, use a typewriter or have someone else prepare a resumé for you.

- Have the students discuss different types of resumés. Have several samples available for the students to examine. Explain that they should use the resumé format that presents them in the best way.

- Have the students discuss the information that should be included in a resumé and suggestions for preparing one. Be sure that the discussion includes the following information:

    - Limit your resumé to one or, at the very most, two pages. Employers usually will not read a resumé that is too long.

    - Use high quality bond paper.

    - Proofread your resumé carefully. Misspelled words and grammatical errors often eliminate you from further consideration.

    - Be sure your name, address, and phone number are easy to see.

    - A resumé should highlight all the positive things about you. Negatives should be avoided if possible.

    - Check the resumé for accuracy. Do not include untrue information.

    - Include a list of references the employer may contact. Before listing a person as a reference, be sure you know what the person being listed will say about you.

Operation and Calculation

- If students have difficulty rounding off numbers:

    - Remind the students that you often must round off numbers to make them easier to write or work with. Explain that numbers can be rounded to any place value.

    - Write a large number, such as 355,976.67, so that all the students can see it. Have students volunteer to identify the place values of the number—(hundred thousands, ten thousands, thousands, hundreds, tens, ones, tenths, hundredths). Be sure students know the place values.

  - Explain that when rounding numbers, any number that is five or larger is usually rounded up and a number of four or lower rounded down or dropped. See examples below.
    - 56 rounded to tens equals 60 (6 is larger than 5 so the tens is rounded up to 60).
    - 339 rounded to hundreds equals 300 (39 is smaller than 50 so the 39 is dropped.)
    - 45.7 rounded to ones equals 46 (.7 is larger than .5 so the 5 is rounded up to 6.)
  - Write additional numbers for the students to use for oral practice.

- If students have difficulty calculating with decimals:
  - Show how the decimal system is based on groups of ten.
  - Demonstrate how our money system is a decimal system.
  - Review addition, subtraction, multiplication, and division skills using decimals. Demonstrate sample calculations.

- If students have difficulty converting whole numbers to decimals:
  - Remind the students that all numbers can be expressed in decimal form. Explain that in a whole number, the imaginary decimal is always at the right of the number. As a hint to help the students remember, tell them to think of writing money figures. Money is written in decimal form.
  - Explain that in many mathematical operations the decimal points must be lined up to get an accurate answer. Ask the difference in the following amounts: $ .12, $1.20, $12.00.
  - Provide opportunities for the students to practice putting the decimals in the correct place in whole numbers.

Math Application

- If students have difficulty solving word problems:
  - Discuss the approach to solving word problems. Instruct students to read the information carefully, noting the key elements of the problem.
  - Solve a sample word problem similar to the problems to be solved by students.

- If students have difficulty selecting and applying mathematical formulas:
  - Review basic math formulas and math skills with the class or with individual students as necessary.

  - Remind students that basic math skills are used daily in such ways as counting change and paying for purchases. Remind them that they use basic mathematical formulas, such as addition and subtraction, to figure their wages and to balance their checkbooks.

- If students have difficulty selecting/applying mathematical procedures:
  - Explain to the students that mathematics has certain procedures or operations that perform specific functions and that it is important to apply the correct procedure.
  - Read the following example and ask what would happen if the wrong procedure was used.
    - A car can travel 400 miles on one tank of gas. The driver has made two trips—one of 175 miles, one of 115 miles. How many more miles can the driver travel before running out of gas? (Adding 175 and 115 means the driver has already driven 295 miles and has another 105 miles to go. If instead of adding 175 and 115, the driver subtracted the 115 from the 175, the car could run out of gas because the driver would think the car had 340 miles to go.)
  - Discuss with the students ways to know which procedures to use. Use examples similar to those the students need to solve.

- If students have difficulty solving ratio/proportion problems:
  - Review the appropriate procedures for solving ratio and proportion problems. Show examples when solving these are important, such as mixing solutions.
  - Demonstrate sample calculations using appropriate examples and procedures.

- If students have difficulty solving percent problems:
  - Discuss the approach to solving percent problems.
  - Solve a sample percent problem similar to the problems to be solved by students.

Functional Math

- If students have difficulty calculating gross earnings:
  - Remind the students that gross earnings are total wages before taxes and benefits are taken out.
  - Explain that gross wages for an hourly income are calculated by multiplying the per hour salary by the number of hours worked.

  - Discuss other methods of salary payment such as monthly wages and commission. Present appropriate examples.
  - Demonstrate sample calculations using appropriate examples and procedures.

- If students have difficulty using a calculator for computation:
  - Demonstrate on a typical calculator the features to be used for computation.
  - Have students practice with their own calculators. Refer students to the operating instructions for their calculators for specific information.

Oral Presentation

- If students have difficulty using good speaking techniques:
  - Demonstrate good speaking techniques: speak in a voice loud enough to be heard, but not loud enough to be offensive.
  - Suggest that students practice before doing the actual presenting. Practicing in front of a mirror helps many presenters.
  - Discuss the importance of knowing their data so that the speech is smooth, without long pauses or frequent "uh's." Remind students to stress important facts by slowing down or speaking louder. It is also good to repeat or summarize important points.

Listening

- If students have difficulty applying active listening skills:
  - Remind students that they spend much of their time listening to what other people are saying. Ask them if they have ever tried, unsuccessfully, to remember what someone said. Explain that this happens to almost everyone. Ask why they think this happens.
  - Discuss the importance of listening carefully and attentively to conversations, discussions, and interviews. Explain that students should always have a purpose for listening and should always keep that purpose in mind while listening. Suggest that they take notes or record interviews or discussions that they need or want to remember or use later.
  - Encourage students to become familiar with the subject matter before communication begins.

  - Have students practice listening to and repeating information.

  - Present some helpful guidelines for effective listening, such as being ready to listen, focusing on the speaker, and maintaining eye contact with the speaker.

- If students have difficulty distinguishing fact, opinion, and inference:

  - Ask volunteers to explain the differences between facts and opinions. (Facts can be proven; opinions can't.) Provide examples of factual statements and opinions such as the following:

    - George Washington was the first President of the United States. (fact)

    - George Washington was a better President than Thomas Jefferson. (opinion)

  - Provide other examples of facts and opinions until students are comfortable distinguishing between them.

  - Remind the students that sometimes as you read or listen, you form ideas based on what you read or hear. You base your thoughts on experiences you have had. For example, ask students what they think when they see a picture of a person blowing out candles on a cake (it is the person's birthday). In reality it may or may not be the person's birthday, but most people will think that it is.

  - Explain that making these inferences is often necessary for understanding, but caution the students that these inferences can be wrong and should be reevaluated when additional information is presented. Using the birthday example, your idea might change if you learned the person in the picture had a little brother who wasn't old enough to blow out his own candles. (It could be the little brother's birthday instead)

  - Provide other examples until students are comfortable making and examining inferences.

- If students have difficulty drawing conclusions/making generalizations:

  - Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.

  - Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.

  - Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.

  - Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. Drawing conclusions and making generalizations require the use of active listening skills.

- If students have difficulty analyzing/identifying point of view:

  - Explain that writers and speakers, unless they present only facts, present a specific point of view. It is important to identify their viewpoint so you can evaluate what is presented yourself. For example, if you are aware that a speaker is actively supporting one side of an issue, you will want to evaluate what has been presented to ensure that what was presented was true and not overly biased.

  - Provide examples for the students. Ask them to identify the viewpoint of the writer or speaker.

Interactive Communications

- If students have difficulty applying telephone etiquette:

  - Discuss the term, "etiquette" and the way it applies to telephone use. Have students give examples of things that annoy them when they are talking to another on the telephone.

  - Bring two telephones to class. Have pairs of students demonstrate good telephone etiquette.

Teamwork/Cooperative

- If students have difficulty identifying values/attitudes:

  - Define values and attitudes. Give examples of how everyone has beliefs, values, and attitudes that are formed as they grow up, and how these often change as the person encounters new experiences, new friends, new jobs, etc.

  - Define core values for an *organization*: core values are fundamental ethical, moral, and professional business beliefs. These beliefs should guide business decisions. Explain that core values also form the basis for a firm's desired personnel and corporate *stakeholder* relationships. (Identify "stakeholders" as persons, groups, or organizations having an interest in your organization and its mission. Ask students for examples, such as boards of directors, advisory councils, owners, stockholders, employees, customers, suppliers, regulatory agencies, communities, unions, and taxpayers.)

  - Discuss why it is important for each person to identify personal values and attitudes. Remind students that everyone's personal beliefs should be respected. Have volunteers share some of their personal values or attitudes.
  - Lead discussions on topics to help students think about their beliefs. Do not force students to share personal beliefs. Encourage all students to think about what they believe.

- If students have difficulty investigating and identifying personal styles:
  - Explain to the students that people have their own styles that influence the way they live and the choices they make. Ask students to volunteer information about their personal styles, but do not force anyone to participate.
  - Discuss with the students that it is helpful to understand your personal styles so that you make decisions that fit these styles rather than clash with them. Explain that there are numerous tests available to help identify personal styles.
  - If possible share some of the tests with the students.

- If students have difficulty giving/receiving feedback:
  - Explain to students that feedback is simply information and the person receiving it can use the information to improve.
  - Remind students that to improve they need to be aware of their strong and weak points, and they can get this information through feedback.
  - Remind students to give positive feedback to each other. Constructive criticism must be given for feedback to be beneficial. Negative or hurtful comments will not help anyone improve.
  - Explain to students that they will need to be able to receive as well as give feedback. It is not always easy to hear what you are doing wrong, but this information can help improve your skills.
  - Remind students that the feedback they give others may apply to them as well. If they listen carefully to others, they may pick up hints and ideas that they can use as well.
  - Give students examples of constructive, positive feedback. For example, if a student uses no gestures while giving a speech, you might say "You might like to use your hands to help emphasize important points" rather than saying "Your speech was rather dull. Why didn't you use some gestures to spice it up?" Tell them that it is good to comment on something done well to balance the areas where improvement is needed. This helps people feel better about themselves.

Cognitive Activities

- If students have difficulty collecting/recording information:
  - Suggest that they first decide how and where the information will be collected and recorded. It is also very helpful to identify how the information will be used. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific information to be collected. This preparation allows you to devote careful attention to your work.
  - Research and outline for students the steps in using any of the following "tools" for collecting/recording information: brainstorming, brainwriting, checksheets, interviewing, and surveying.
- If students have difficulty identifying critical elements/issues:
  - Instruct students to read or examine their sources carefully, noting key words and ideas.
  - Suggest they list the questions they hope to answer.
- If students have difficulty drawing conclusions:
  - Remind students that when they conduct an experiment, perform a job task, or discuss a subject, they will often be asked to draw conclusions. Give examples of such situations.
  - Explain that, before conclusions can be drawn, students must first observe carefully what is happening and why it may be happening. Suggest that, with complex experiments, a good set of notes taken while conducting the experiment can help in drawing conclusions.
  - Have students practice drawing conclusions. When possible, choose situations appropriate for the occupation or subject (such as an actual experiment, etc.). Or, use a general situation using photographs or a videotape without the volume. Ask students to state what is happening in each picture (their conclusion). Have students support their conclusions.
- If students have difficulty identifying/evaluating consequences:
  - Have students define and give examples of consequences. Explain that every action has consequences.
  - Discuss the reasons for evaluating consequences. Lead students to discover that evaluating consequences determines, to a large extent, whether or not we will take action, or in what manner we will take it.

- If students have difficulty identifying/developing alternatives:
  - Look at the original item/solution requiring an alternative. Identify for students the criteria in the original that must also be met by any alternative.
  - Discuss the variables that could be changed to create an alternative.
  - To identify/develop alternatives, discuss the characteristics of an alternative. Ask which factors in the problem or situation create the opportunity for more than one possible choice. Have students brainstorm alternatives to a sample problem or situation that you create.
- If students have difficulty transferring knowledge/training to new situations:
  - Remind the students that everything they do makes use of information that they already know. Tell them that this process of using known information often happens subconsciously. When you identify an animal as a dog, you use already known information—you know what dogs look and act like so you can recognize a dog.
  - Tell the students that when they encounter a situation or a question they aren't familiar with, they should examine it carefully to identify what they already know that will help them solve the problem or answer the question. For practice, use examples such as the following:
  - A baby you are caring for starts crying. You don't know why, but you do want to make her stop. How do you know what to try? Begin by thinking carefully about what you know about why babies cry. (hungry, diaper needs changing, wants attention, sick) Identifying what you already know gives you ideas to try that might make the baby stop crying.
  - Remind the students that when trying to solve a problem or answer a question, they should always identify what they know by thinking about similar situations, problems, or questions they have faced. This will help them with find the answer.
- If students have difficulty developing an action plan:
  - Define an "action plan." An action plan assigns specific tasks to individuals or groups and states the date on which these tasks must be completed.
  - State the purposes of action plans. Encourage students to write these points down for reference:
    - They set up logical steps for accomplishing objectives.
    - They show achievement milestones.
    - They assign ownership to individuals and empower them.
    - They provide a basis for cooperation and recognition.
    - They describe how resources will be distributed.

    - Research and outline for students the steps in using any of the following "tools" for planning actions: flowcharts, PERT charts, and Gantt charts.

- If students have difficulty evaluating results/outcomes:
    - Help students define what the expected outcome will be before they begin the project. If they have a clear idea of what to expect, they will be more able to evaluate the results.
    - Help the students establish evaluative criteria on which to base the results of their project. Remind them that they need to establish the guidelines prior to the project in order to get an accurate evaluation.

Job Search/Selection

- If students have difficulty analyzing personal occupational aptitudes/preferences:
    - Define "aptitude" as a natural talent. Give examples, then ask students for personal examples.
    - Define "preference" as a personal choice or favorite. Give examples, then ask students for personal examples.
    - Explain how aptitudes, preferences and personal interests (such as hobbies) can relate to a career choice and how they can be helpful in the career decision-making process. Match examples of career areas to examples of aptitudes, preferences, hobbies and other personal interests relating to each career area. Ask students to provide additional examples.
- If students have difficulty comparing/evaluating career options:
    - Identify factors involved in comparisons of career options, such as: salary, location, benefits, potential for advancement, satisfaction, and others.
    - Ask the student to rank the factors according to their importance to the student. Then, give examples of competing employment opportunities and ask the student to choose one option and explain that choice.
    - Discuss the importance of having clear personal goals before choosing a career option.
- If students have difficulty locating appropriate jobs:
    - Ask the students to list places to look when searching for a job. Remind the students that finding appropriate jobs involves not only finding a list of jobs, but also truthfully identifying the jobs the person is qualified for.
    - Have the students who are interested look through the newspaper ads and circle appropriate jobs. Discuss their choices.

Job Acquisition/Development

- If students have difficulty filling in job-related applications:
  - Remind the students that the picture they present of themselves on a job application is usually, along with a resumé and possibly the letter of application, the prospective employer's first introduction to them.
  - Explain that it is critical to make the best impression possible on an application. Ask students to suggest ways to complete an application that presents a positive picture. Be sure that the discussion includes the following suggestions:
    - Read through the entire application before beginning to write.
    - Follow all directions carefully and completely.
    - Print, or if possible type, all information except when a signature is requested.
    - Write legibly. Remember that unreadable information is useless to an employer.
    - Be neat; the neater the application, the easier it is to read and the better the impression.
    - Know the position being applied for. Be certain all information relevant to this position is on the application or resumé.
    - Answer all questions and fill in all blanks. If a question doesn't apply, write N/A.
    - Read the application carefully to be sure that it is correctly and completely filled out. Check the dates, names, addresses, and other information by comparing it to your resumé.
  - Remind the students that a poorly completed, sloppy application often prevents an applicant from being interviewed.
  - Have sample applications available for the students to practice completing.
- If students have difficulty writing a letter of application:
  - Remind the students that the letter of application, along with the resumé and job application, presents the only picture the prospective employer has.
  - Explain that it is critical to make the best impression possible in a letter of application. Ask students to suggest ways to complete an application that presents a positive picture. Be sure that the discussion includes the following suggestions:

    - Type or write neatly and legibly.
    - Write on one side of the paper only.
    - Print, or if possible type, all information except when a signature is requested.
    - Use white bond paper, not personal stationery.
    - Spell, capitalize, and punctuate correctly. Proofread your letter carefully.
    - Include the employer's full name and address. If possible, write to a specific person by learning the name of the personnel manager or prospective supervisor.
    - Include your full name, address, ZIP code, and telephone number.
    - Keep a copy of your letter.
    - Be brief. Don't repeat information from your resumé. State the position applying for; cover all points requested in the ad in the same order listed in the ad. Include the reasons you are interested in the job.
    - Request an interview. Indicate that the references listed in the resumé have given their permission to be contacted.
    - End the letter properly.
  - Remind the students that a poorly completed, sloppy application letter often prevents an applicant from being interviewed.
  - Have the students write sample letters of application.

- If students have difficulty writing a personal resumé:
  - Remind the students that the resumé, the letter of application, and the job application are usually the first information a future employer has about you. They help the employer form an impression of you and often determine whether you will be interviewed for a job.
  - Explain that a resumé should be a written picture of you as a person. It should give the employer a brief, easy-to-understand view of your experiences, education, employment history, skills, and employment goals. It should tell the employer how and why you should be considered for employment—in other words, it tells employers what you can do for them.
  - Suggest that resumés be prepared on a computer if possible so that they can be easily customized to meet the needs of any prospective employers. If it is not possible to use a computer, use a typewriter or have someone else prepare a resumé for you.

  - Have the students discuss different types of resumés. Have several samples available for the students to examine. Explain that they should use the resumé format that presents them in the best way.
  - Have the students discuss the information that should be included in a resumé and suggestions for preparing one. Be sure that the discussion includes the following information:
    - Limit your resumé to one or, at the very most, two pages. Employers usually will not read a resumé that is too long.
    - Use high quality bond paper.
    - Proofread your resumé carefully. Misspelled words and grammatical errors often eliminate you from further consideration.
    - Be sure your name, address, and phone number are easy to see.
    - A resumé should highlight all the positive things about you. Negatives should be avoided if possible.
    - Check the resumé for accuracy. Do not include untrue information.
    - Include a list of references the employer may contact. Before listing a person as a reference, be sure you know what the person being listed will say about you.

- If students have difficulty interviewing for a job:
  - Discuss with the students that a job interview is often the most stressful part of looking for a job. Explain that there are things they can do to lessen the stress.
  - Have the students suggest things to do to prepare for a job interview. Be certain the discussion includes the following ideas:
    - Before calling to arrange an interview, think about what you want to say. State your name and the reason for calling. Ask who will be conducting the interview.
    - Be polite and courteous to everyone and thank each person who helps you.
    - Ask whether you should pick up and complete an application form before the interview.
    - Find out as much as possible about the company before the interview.
    - Be on time; being late makes a bad impression.
    - Dress appropriately.

    - When you arrive for the interview, check in with the secretary or receptionist by identifying yourself and telling the reason for your visit.
    - Greet the person conducting the interview by name and introduce yourself. State the reason for the interview.
    - Follow the interviewer's lead by shaking hands if the interviewer offers, being seated when the interviewer indicates, and letting the interviewer start first.
    - Answer all questions directly and honestly, putting yourself in the best light possible. Stress the positive, but be honest if a question requires a negative response.
    - Think before answering; organize your thoughts.
    - Be brief but explain yes or no answers and answer completely.
    - Maintain eye contact with the interviewer.
    - At the end of the interview, thank the interviewer and ask if there is additional information you could provide.
  - Share possible interview questions with the students. Suggest places where they can find lists of possible interview questions.
  - Provide time for the students to practice interview situations.
- If students have difficulty applying business etiquette:
  - Have students discuss business etiquette. Ask them to list behaviors that are appropriate or inappropriate in business situations.
  - Explain that in some companies, unique rules of business etiquette are listed in employee handbooks. Regular etiquette practiced in daily life usually applies in business. It is never appropriate to be rude or cruel.
- If students have difficulty practicing good personal presentation:
  - Remind students that making a good impression will have an impact on all they do in school and in the workplace.
  - Remind students that their actions as well as their outward appearance has a bearing on their personal presentation.
  - Refer to the oral communication skills section on presenting an appropriate appearance for more information.

- If students have difficulty developing self confidence/esteem:
  - Ask students to name some things that they can do well now that they didn't do as well when they first learned how. Tell them that everything they do will get easier with experience so the more experience they can get before actually starting to work, the more confident they will be on the job.
  - Encourage those students who need to develop their self confidence and esteem by providing opportunities for them have successful experiences. Provide as many, or more, positive comments as negative comments when evaluating the activity found on the Assignment Sheet. Be sure that all negative comments are constructive and include suggestions for improving or correcting the problems.
  - Allow the students to work in heterogeneous groups to enable the less confident students to learn from the more confident students. The activities found on the assignment and activity sheets throughout this book are designed to provide opportunities for students to experience success.
- If students have difficulty dealing effectively with professional colleagues/associates:
  - Remind students that a key to getting along with and successfully dealing with professional colleagues/associates is cooperation and compromise. Have students suggest reasons why it is important that associates work together, as well as ways to accomplish this cooperation. (Discussion should include working as a team with a common goal, not blaming others for problems or mistakes, furnishing help or making constructive suggestions when needed, listening to suggestions from others, etc.)
  - Remind students to treat their colleagues/associates as they would like to be treated. This helps ensure that all workers will be treated with respect.

Social Studies Application

- If students have difficulty investigating/applying principles of ethics:
  - Ask students to define ethics.
  - Have volunteers discuss ethical behavior in school or home life. Remind the students that behavior can be legal but still be unethical. The discussion should include these points:
    - Consider the needs of others, not just yourself. Try for win/win situations when working with others.

    - Use common sense; examine the potential damage of an unethical act before being tempted to do it.
    - Ask yourself frequently if what you are doing is the right thing to do. Be objective as you look at situations.

Functional Social Studies

- If students have difficulty practicing good work ethics:
  - ☐ Ask students to list characteristics of an employee practicing good work ethics. Be sure the discussion includes the following characteristics:
    - Reliable
    - Trustworthy
    - Honest
    - Cooperative
    - Willing to work
    - Willing to continue to learn
    - Willing to assume responsibility
  - ☐ Provide examples of work situations such as calling in sick when you aren't or recording extra hours on a time card. Have the students discuss these and other ethical problems.
- If students have difficulty selecting/using sources of information on current events:
  - ☐ Ask the students to suggest places to find information about current events. Be sure the discussion includes not only the traditional sources such as newspapers, radio, television, and magazines, but also includes on-line data resources such as Internet.
  - ☐ Remind them that even though magazines and newspapers will always be good sources to use for information, media such as television and computer services will become increasingly important.
  - ☐ Also remind the students that the best source or sources will be determined by the event itself. National and international events will have more electronic sources to check than will state and local events.

- If students have difficulty analyzing current events:
    - Ask the students to name several events that are making news. The events can be local, state, national, or international. Briefly discuss sources of information for these current events.
    - Remind the students that even straight news reports can present biased views of news. Explain that it is usually best to analyze several different sources or if possible to check the original source.
    - If possible, discuss a recent event that was widely reported. Have students compare the information they heard or read. Have them comment on differences in what and how the event was reported.

OBJECTIVE SHEET

PLANNING A CAREER

1

INTRODUCTION

A career is a life-long project which requires planning, decision making, action, and evaluation. You must determine what you want in a career and how you can reach your goals. Gathering information about yourself and some of your options will help you arrive at those decisions more easily.

UNIT OBJECTIVE

After completing this unit, the student will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with career planning to their correct definitions.
2. List reasons people work.
3. Assess personal reasons for working. (Assignment Sheet 1)
4. Arrange in order the steps in choosing a career.
5. Examine job interests. (Assignment Sheet 2)
6. State factors to consider in setting goals.
7. State short-term work goals. (Assignment Sheet 3)
8. State long-term work goals. (Assignment Sheet 4)
9. Match jobs to occupational clusters.
10. List careers expected to grow rapidly in the next ten years.
11. Use available resources to research careers. (Assignment Sheet 5)
12. State changes in the traditional roles of women and men in the workplace.
13. Discuss how current events affect the work world. (Assignment Sheet 6)

SUGGESTED ACTIVITIES

PLANNING A CAREER

1

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☞ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with career planning to their correct definitions.

- Have the students go to the library to look up the word "work" in three different dictionaries. Discuss how the definitions differ.
- Use Information Sheet, objective 1 to discuss the terms and definitions associated with choosing a career or life's work.

Objective 2: List reasons people work.

- Use Information Sheet, objective 2 to discuss the reasons people work.

- List on the board careers in which class members are interested. Select three varied vocations such as physician, welder, and artist. Discuss how the reasons for working might relate to these jobs.

Objective 3: Assess personal reasons for working. (Assignment Sheet 1)

- Use the Supplement to emphasize that a career choice will be the primary influence in determining future lifestyle. Use the checklist portion as the basis for a discussion of the factors to consider in choosing a career.

- Have the students complete Assignment Sheet 1.

Objective 4: Arrange in order the steps in choosing a career.

- Use Information Sheet, objective 4 to discuss the steps and strategies in choosing a career.

- Use the reference book *Working* by Studs Terkel. Read an excerpt from it to the students. Have the class discuss the person's outlook on the world of work and how working experiences help in choosing a career.

- Divide the class into small groups. Have each group select a career and chart the effects of the career on a person's life: social status, standard of living, leisure activities, and life goals.

- Divide the class into small groups and give each group a list of jobs. Have each group identify whether the place of work will be in a group environment, alone, indoors, outdoors, or mobile, and also discuss the work time—nights, weekends, or holidays. Aim the discussion towards whether or not the students would consider these factors when thinking about the type of work they would like to do.

- Use Transparency 1 to illustrate a practical, step-by-step method for choosing a career.

Objective 5: Examine job interests. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2.

Objective 6: State factors to consider in setting goals.

- Use Information Sheet, objective 6 to discuss setting goals to achieve success.

- Have each student interview a successful working adult. Have the student acquire information about that person's job responsibilities and how his or her interests, abilities, and personality traits are helpful on the job. Does the worker feel that setting goals is related to job success? Have the students turn in a short written report and give an oral report to the class about their findings.

Objective 7: State short-term work goals. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3.

Objective 8: State long-term work goals. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

Objective 9: Match jobs to occupational clusters.

- As a brainstorming activity, have each student list as many jobs as possible under each letter of the alphabet during a set length of time. After the time has been called, continue the activity by listing the jobs on the board under each letter. See how many jobs are listed more than one time.

Objective 10: List careers expected to grow rapidly in the next ten years.

- Use the Information Sheet, objective 10 to discuss jobs of the future.

- Use Transparencies 2 and 3 and the Handout to discuss the careers with the greatest predicted increase in the number of jobs and decrease in the number of jobs.

- Select three students to be board writers. Develop three lists: one titled "Jobs of Yesterday," the second titled "Jobs of Today," and the third titled, "Jobs of Tomorrow." To get the discussion started, you might mention a few jobs in each category. Get the students thinking about how jobs have been eliminated, changed, or created. Continue adding jobs to each list.

- A follow-up to this activity is to have the students discuss the meaning of "job security" as it relates to past, present, and future job trends.

Objective 11: Use available resources to research careers. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5.

- Discuss the use of the *Dictionary of Occupational Titles*, the *Guide for Occupational Exploration*, and the *Occupational Outlook Handbook*.

- To give the students additional exposure to the *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, and the *Guide for Occupational Exploration*, create charts in the classroom with the titles "The Most Unusual Jobs" and "The Highest Paying Jobs." During the week have the students explore careers and list under the titles the jobs they have found that fit under each of these categories. At the end of the week, let the class reach a consensus about each category and unanimously decide which is the most unusual and which is the highest paying.

Objective 12: State changes in the traditional roles of women and men in the workplace.

- Use Information Sheet, objective 12 to present the factors involved in changing sexual stereotypes in the workplace. Stress that the students should not let outdated traditions keep them from pursuing the careers they want.

- Have the students list and discuss changes that have taken place throughout our society because a growing number of women are working outside the home. Stress how these changes have affected the world of work.

Objective 13: Discuss how current events affect the work world. (Assignment Sheet 6)

- Have the students bring to class newspaper and magazine articles about current events which might have an impact on career planning. Have the students present a summary of their articles. Discuss how the events might affect the availability of jobs, type and amount of training required, and working conditions.

- Have the students complete Assignment Sheet 6.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Daggett, Willard R. *The Dynamics of Work*. Dallas: Southwestern Publishing Company, 1991.
- *Dictionary of Occupational Titles*, 4th ed. U.S. Department of Labor, Employment and Training Administration, U.S. Employment Service, 1991.

- Kaplan, Robbie Miller. *The Whole Career Source Book.* New York: American Management Association, 1991.

- Kelly, Joan M. and Voltz-Patton. *Career Skills.* Blacklick, OH: Glencoe Publishing Company, 1991.

- Kennedy, Joyce Lain and Darryl Laramore. *Joyce Lain Kennedy's Career Book.* Lincolnwood, IL: VGM Career Horizons, 1988.

- Kimbrell, Grady and Ben S. Vineyard. *Succeeding in the World of Work.* Blacklick, OH: Glencoe Publishing Company, 1992.

- Krannich, Ronald L. and Caryl Rae. *Discover the Right Job For You.* Woodbridge, VA: Impact Publications, 1991.

- Littrell, J. J. *From School to Work: A Cooperative Education Book.* South Holland, IL: Goodheart-Willcox Company, 1991.

- Maze, Marilyn. *The Enhanced Guide for Occupational Exploration: Descriptions for the 2,500 Most Important Jobs.* Indianapolis: JIST, 1991.

- *Occupational Outlook Handbook,* 1994-95 ed. U.S. Department of Labor Bureau of Labor Statistics, Bulletin 2450, May 1994.

- Terkel, Studs. *Working.* New York: Ballantine, 1985.

INFORMATION SHEET 1

PLANNING A CAREER

OBJECTIVE 1

Match terms associated with career planning to their correct definitions.

- **ability** — power to do a task or skill

  ☑ **NOTE:** Ability may come naturally, but it most often requires training and education to develop specific abilities.

- **aptitude** — natural tendency, inclination, or ability to do a task or skill—quickness to learn or understand a particular function
- **career** — chosen occupation; development of a person's work

  EXAMPLE: Candystriper to practical nurse to registered nurse

- **goal** — objective you plan to achieve
- **interest** — activity or subject a person enjoys
- **job** — group of similar positions in a work situation

  ☑ **NOTE:** Only one or many persons may be employed in the same job. Teaching history in a school is an example of a job.

- **job success** — satisfaction in achieving career goals
- **occupation** — group of similar jobs

  ☑ **NOTE:** *Occupation* is a more general term than *job*.

  EXAMPLE: Secondary school teaching

- **position** — a set of tasks and duties

  EXAMPLE: History teacher is a position

- **self-awareness** — ability to recognize your own values, ambitions, and goals

- **self-esteem** — your sense of worth; how you feel about your abilities, personality, appearance, and relationships

  ☑ **NOTE:** *Positive* or *high* describes being happy with oneself; *negative* or *low*, unhappy

- **skill** — ability to do a job well
- **strategy** — a plan of action that you adopt in seeking a goal
- **work** — any kind of planned or responsible activity in which individuals engage with the expectation of a return for their efforts

OBJECTIVE 2

List reasons people work.

- Money
- Prestige (identity)
- Self-satisfaction
- Social-interaction
- Contribution to society
- Peer or family pressure

OBJECTIVE 3

Complete Assignment Sheet 1.

OBJECTIVE 4

Arrange in order the steps in choosing a career.

☑ **NOTE:** Your career decision will be the first step in reaching the lifestyle you want and it will affect all the areas of your life. At least half of all people do not choose the jobs they want—they take what is available at the time. Most people lack knowledge and planning skills when choosing careers.

- People must make careful and logical decisions at all times when choosing a career. The following steps can aid a person in this process:

  1. Define your future needs or wants.

     EXAMPLE: Where will you want to live, how much time do you want to devote to your job, how much travel do you want to do, how much money will you need?

2. Analyze your resources.

   EXAMPLE: Your resources for choosing a career are the things that make you—you. These include your interests, skills, personality, and experiences.

3. Identify your choices.

   ☑ **NOTE:** Pick several careers that you think might fulfill your needs and wants.

4. Gather information and compare your choices.

   ☑ **NOTE:** Find out about such things as job duties, job responsibilities, work relationships, and required skills for each career.

5. Evaluate your choices.

   ☑ **NOTE:** Review the information you have gathered and determine which factors match your interests and skills.

6. Make your decision.

   ☑ **NOTE:** Decide which career fits your needs from the evaluation.

7. Plan how to reach your goal.

   ☑ **NOTE:** Work toward this career decision.

8. Be alert.

   ☑ **NOTE:** Even though you have decided on a career, keep asking questions because job fields constantly change.

9. Have a plan of action.

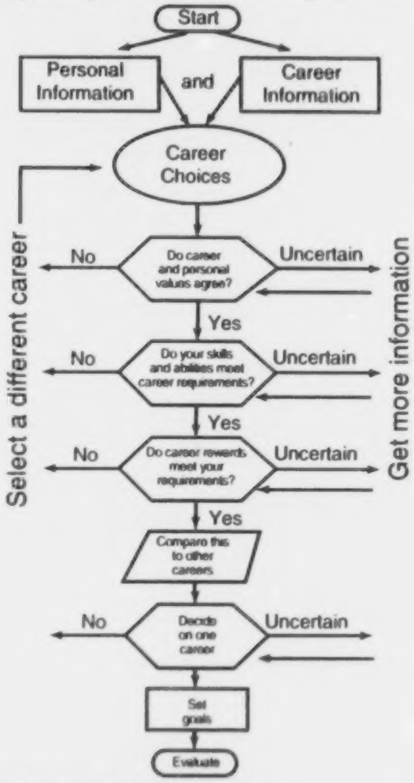
   ☑ **NOTE:** This allows some control over what happens to you.

10. Evaluate.

    ☑ **NOTE:** Continue this ongoing process to determine if your chosen career is fulfilling your needs.

11. Start over.

NOTE: If your needs are not being fulfilled, work through steps 2-10 to make your next career decision.


Start
Personal Information
and
Career Information
Career Choices
Select a different career
No
Do career and personal values agree?
Uncertain
Get more information
Yes
No
Do your skills and abilities meet career requirements?
Uncertain
Yes
No
Do career rewards meet your requirements?
Uncertain
Yes
Compare this to other careers
No
Decide on one career
Uncertain
Set goals
Evaluate

OBJECTIVE 5 **Complete Assignment Sheet 2.**

OBJECTIVE 6 **State factors to consider in setting goals.**

NOTE: Setting goals involves all the steps taken to get from where you are now to where you want to be.

- Goals should be specific.

  EXAMPLE: I want to be a success—far too general
  I want to be a doctor—much more specific

- Goals should be realistic.

  EXAMPLE: Know your aptitudes and abilities and you should be able to set realistic goals—if you are 6'-2", you will probably never be a jockey.

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- Goals should be short-, medium-, and long-term.

  EXAMPLE: Short- to medium-term goals will be stepping stones on your way to meeting your long-term goal and will help you determine whether or not you need to change that goal.

OBJECTIVE 7 **Complete Assignment Sheet 3.**

OBJECTIVE 8 **Complete Assignment Sheet 4.**

OBJECTIVE 9 **Match jobs to occupational clusters.**

- **Professional, Technical, and Managerial Occupations**

  - These occupations consist of many jobs which require extensive academic or practical training, usually with a college degree, and include medicine and health, religion, and engineering.

- **Clerical and Sales Occupations**

  - Clerical jobs include general office duties, such as preparing and handling records and communications. Sales occupations include the selling of goods, services, and property, and those that are sales-related.

- **Service Occupations**

  - These occupations include food and beverage preparation, barbering, cosmetology, other personal services, and protective services.

- **Agriculture, Fishery, Forestry, and Related Occupations**

  - These skilled workers and technicians work with nature in farm production, mining, animal care, and wildlife services.

- **Processing Occupations**
    - These skilled workers often use pieces of machinery or tools in jobs that require the mixing, treating, and recomposition of materials, chemicals, and products. Such work includes processing food, textiles, metal, and paper.
- **Machine Trades Occupations**
    - Metals, plastics, wood, paper, and stone are used in these trades to perform machine assembly, maintenance, and repair.
- **Bench Work Occupations**
    - Bench workers make and repair products which require expert dexterity and the use of hand tools, such as for jewelry or medical equipment.
- **Structural Work Occupations**
    - These occupations include construction and repair, from skyscrapers to bridges, from excavating to painting, and all jobs associated with building.
- **Miscellaneous Occupations**
    - This mixture of occupations includes those in freight and transportation, utilities, media, and recreation.

OBJECTIVE 10

List careers expected to grow rapidly in the next ten years.

☑ **NOTE:** The following list of areas predicted to have large job growth until 2005 is from the U.S. Department of Labor's *Monthly Labor Review*, November 1993.

- Residential care
- Computer and data processing services
- Health services
- Child day care services
- Business services
- Management and public relations
- Individual and miscellaneous social services
- Passenger transportation arrangement

- Miscellaneous equipment rental and leasing
- Accounting, auditing, and related services
- Personnel supply services
- Financial holding and investment services
- Job training and related services
- Photocopying, commercial art, and photofinishing
- Water and sanitation services
- Assistance to health practitioners
- Aircraft and missile parts, and equipment
- Nursing and personal care services
- Automobile parking, repair, and related services
- Libraries, vocational, and other school services

OBJECTIVE 11 **Complete Assignment Sheet 5.**

OBJECTIVE 12 **State changes in the traditional roles of women and men in the workplace.**

☑ **NOTE:** The average woman will work 35 years during her lifetime—the average man, 41 years.

- Opportunities for women in management positions are better than ever before and are continuing to get better all the time.

- Over 1.5 million women enter the workforce each year.

- Statistics show that women account for half of the workforce in the United States.

- Women are filling jobs that used to be considered "man's work," and men are seeking jobs formerly filled predominantly by women.

  EXAMPLE: Many women are doctors, many men are nurses.

OBJECTIVE 13 **Complete Assignment Sheet 6.**

Employment in Selected Industries 1992-2005

CAREER	Wage and salary employment (numbers in thousands)			
	Level		Change	Annual rate of change
	1992	2005	1992-2005	1992-2005
FASTEST GROWING				
Residential care	535	1,335	800	7.3
Computer and data processing services	831	1,626	795	5.3
Health services	833	1,577	744	5.0
Child day care services	449	777	328	4.3
Business services	903	1,543	640	4.2
Management and public relations	655	1,110	455	4.1
Individual and miscellaneous social services	703	1,162	459	3.9
Passenger transportation arrangement	183	300	117	3.9
Miscellaneous equipment rental and leasing	205	325	120	3.6
Accounting, auditing, and related services	553	876	323	3.6
Personnel supply services	1,649	2,581	933	3.5
Financial holding and investment services	615	949	334	3.4
Job training and related services	271	418	147	3.4
Photocopying, commercial art, and photofinishing	190	291	102	3.4
Water and sanitation services	197	299	102	3.3
Assistant to health practitioners	2,387	3,617	1,229	3.2
Aircraft and missile parts and equipment	170	255	85	3.2
Nursing and personal care services	1,543	2,306	763	3.1
Automobile parking, repair, and related services	719	1071	352	3.1
Libraries, vocational, and other school services	208	310	102	3.1

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CAREER	Wage and salary employment (numbers in thousands)			
	Level		Change	Annual rate of change
	1992	2005	1992-2005	1992-2005
MOST RAPIDLY DECLINING				
Footwear, except rubber and plastic	69	39	-30	-4.4
Ammunition and ordinance, except small arms	46	27	-19	-4.0
Ship building and repairing	124	77	-46	-3.6
Luggage, handbags, and leather products	51	32	-18	-3.4
Photographic equipment and supplies	95	62	-33	-3.2
Computer equipment	353	237	-117	-3.0
Apparel	807	556	-251	-2.8
Metal cans and shipping containers	45	31	-14	-2.8
Guided missiles and space vehicles	105	73	-33	-2.8
Office and accounting machines	38	27	-12	-2.7
Federal electric utilities	28	19	-8	-2.7
Stampings, except automotive	83	59	-24	-2.6
Coal mining	126	90	-36	-2.5
Private households	1,116	802	-314	-2.5
Telephone and telegraph apparatus	108	81	-28	-2.3
Electrical industrial apparatus	158	119	-38	-2.1
Small arms and small arms ammunition	20	15	-5	-2.1
Tobacco manufactures	49	37	-12	-2.1
Household audio and video equipment	82	63	-20	-2.1
Petroleum refining	120	92	-28	-2.0

U.S. Department of Labor *Monthly Labor Review*, November 1993

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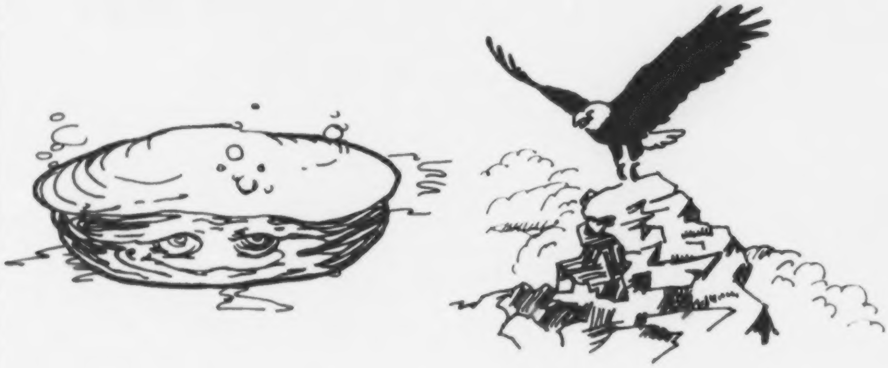
Where Are You Going?

Once you have a career path, you can determine if it is, in fact, the right choice for you.

A majority of today's workers just "fell into" the kind of work they do without making any special plans. They took a job because it was "time" to get a job. Planning and careful evaluation can make the difference.

For the next 45 years or so, you'll be spending close to half your waking hours working. Much of the nonworking half will be taken up with spin-off tasks related to your job: getting ready for work, commuting to work, taking lunch breaks at work, or resting up from work.



Consider the oyster. This little shellfish has it made in absolute economic and social security. The oyster has a house—a shell—to protect it from its enemies. When hungry, the oyster simply opens its shell and food rushes in for a tasty treat.

The eagle is something else. This bird sees the blue sky as the limit. The eagle must build its own house, often on the highest mountain crag where storms threaten it every day. For food the eagle flies through miles of rain, snow, and wind. This winged creature is short on security but long freedom.

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Which way of living appeals more to you—good security or high risk? Or perhaps you don't think much of either extreme and would prefer something in between the lifestyles of the oyster and the eagle. What you prefer is one thing; what you get depends on how wisely you choose a career. That's because the career you pick will be the number one influence on the kind of life you'll have. It is a major factor in determining:

- the kinds of friends you'll have
- how much money you'll make
- how much you'll travel and where
- the type of home you'll be able to afford
- if you'll always be supervised by others or perhaps be your own boss someday
- what kind of car you'll drive
- how much leisure time you'll have and how you'll spend it
- the sort of person you'll marry
- where in the world you'll live
- whether you'll look forward to steady pay-days or live in fear of lay-offs

Everything you do in the future will revolve around your choice of career. By far, your career is the one most critical decisions facing you at this stage in your life.

Ask yourself the following questions about the occupation you investigate in Assignment Sheet 5.

		Yes	No
1.	Is it CHALLENGING?	☐	☐
2.	Is it INTERESTING and will the interest last through the years?	☐	☐
3.	Can you meet the PHYSICAL and MENTAL STANDARDS of others in this field?	☐	☐
4.	Is the SALARY close to what you need to live comfortably?	☐	☐
5.	Is the work SATISFYING as well as PROFITABLE?	☐	☐
6.	Will the WORKING CONDITIONS be an asset or a liability to your lifestyle?	☐	☐

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	Yes	No
7. In related fields, will your skills be VALUABLE, leaving you other OPTIONS?	☐	☐
8. Will it be PRACTICAL to acquire the necessary CREDENTIALS . . . or are you reaching too far?	☐	☐
9. Is the occupation EXPANDING, or might it become obsolete in the foreseeable future?	☐	☐

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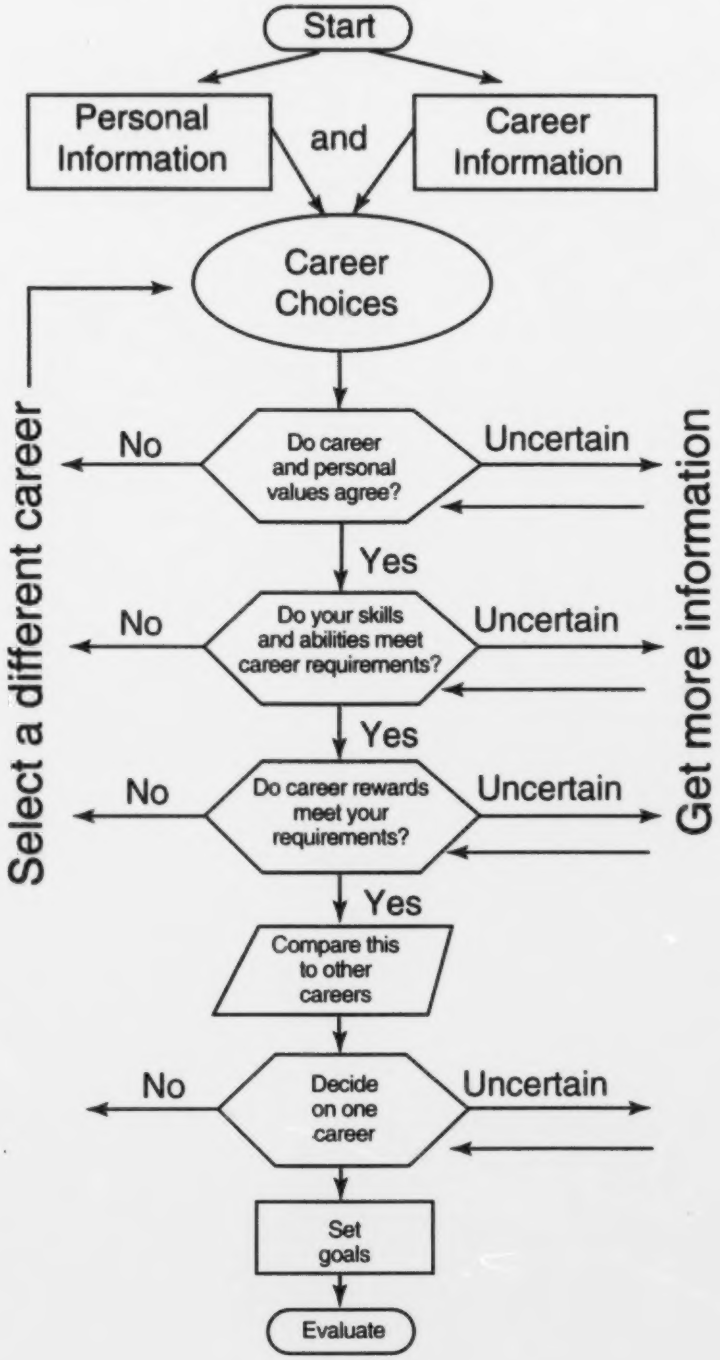
Selecting a Career


Start
Personal Information
and
Career Information
Career Choices
Select a different career
No
Do career and personal values agree?
Uncertain
Get more information
Yes
No
Do your skills and abilities meet career requirements?
Uncertain
Yes
No
Do career rewards meet your requirements?
Uncertain
Yes
Compare this to other careers
No
Decide on one career
Uncertain
Set goals
Evaluate

Employment in Selected Industries 1992-2005

CAREER	Wage and salary employment (numbers in thousands)			
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Employment in Selected Industries 1992-2005 (continued)

CAREER	Wage and salary employment (numbers in thousands)			
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Apparel	807	556	-251	-2.8
Metal cans and shipping containers	45	31	-14	-2.8
Guided missiles and space vehicles	105	73	-33	-2.8
Office and accounting machines	38	27	-12	-2.7
Federal electric utilities	28	19	-8	-2.7
Stampings, except automotive	83	59	-24	-2.6
Coal mining	126	90	-36	-2.5
Private households	1,116	802	-314	-2.5
Telephone and telegraph apparatus	108	81	-28	-2.3
Electrical industrial apparatus	158	119	-38	-2.1
Small arms and small arms ammunition	20	15	-5	-2.1
Tobacco manufactures	49	37	-12	-2.1
Household audio and video equipment	82	63	-20	-2.1
Petroleum refining	120	92	-28	-2.0

U.S. Department of Labor *Monthly Labor Review*, November 1993

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ASSIGNMENT SHEET 1

PLANNING A CAREER

Name ________________________________ Score __________

OBJECTIVE 3

Assess personal reasons for working.

INTRODUCTION

Most people work to live; they need their earnings to finance their lifestyles. But, work can represent more than money when the job is an expression of yourself. What do you want from your work?

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Job Search/Selection
- Analyze personal occupational aptitudes/preferences

Listed below are six of the reasons why people work. Use these ideas to think about what you will expect from your work. Complete each of the statements. This will give you a clearer picture of what is important to you on the job.

1. People work for money.

   I want to work to earn money for these reasons:

   ____

   ____

   ____

2. People work for prestige (identity).

   I want my work to provide me with the following:

   ____

   ____

   ____

   ____

3. People work for self-satisfaction.

   I want work that allows me to express the following:

4. People work for the social interaction.

   At work I want to be with other people because of the following:

5. People work to fill a place in society.

   At my work and home, I want to be useful by doing the following:

6. People work because of peers and family.

   I want to work to fulfill the following expectations:

7. Can you think of other reasons you might have to work? Explain these reasons.

Questions

1. What do you feel is your most important reason for working?

   Explain. ____

   ____

   ____

2. What do you feel is your least important reason for working?

   Explain. ____

   ____

   ____

ASSIGNMENT SHEET 2

PLANNING A CAREER

1

Name ______________________ Score __________

OBJECTIVE 5 **Examine job interests.**

INTRODUCTION

Once you have determined in general what you want from your work—such as money, prestige, self-satisfaction—knowing in particular what you want helps you match your personal interests to possible careers.

INSTRUCTIONS

What job characteristics are important to you? Indicate the degree of importance you would personally attach to each item. Check 1 (Very Important), 2 (Important), 3 (Unimportant), or 4 (Very Unimportant) in the blanks to the left of each job characteristic.

Cognitive Activities
- Identify critical elements/issues

Job Search/Selection
- Analyze personal occupational aptitudes/preferences

1 2 3 4

___ ___ ___ ___ 1. I can do something that makes use of my abilities.

___ ___ ___ ___ 2. I can have a feeling of accomplishment.

___ ___ ___ ___ 3. I can be busy all the time.

___ ___ ___ ___ 4. I can have opportunities for advancement.

___ ___ ___ ___ 5. I can tell people what to do.

___ ___ ___ ___ 6. I know my company will carry out its policies fairly.

___ ___ ___ ___ 7. My pay will compare well with that of other workers.

___ ___ ___ ___ 8. I can easily make friends with my co-workers.

___ ___ ___ ___ 9. I can try out some of my own ideas.

___ ___ ___ ___ 10. I can work alone on the job.

___ ___ ___ ___ 11. I can do work without feeling that it is morally wrong.

___ ___ ___ ___ 12. I can get recognition for the work I do.

___ ___ ___ ___ 13. I can make decisions on my own.

1 2 3 4

___ ___ ___ ___ 14. I can have steady employment.

___ ___ ___ ___ 15. I can do things for other people.

___ ___ ___ ___ 16. I can be respected in the community.

___ ___ ___ ___ 17. I will have time for vacations, emergencies, and holidays.

___ ___ ___ ___ 18. I will have opportunities to improve my work skills.

___ ___ ___ ___ 19. I will have opportunities to meet the public.

___ ___ ___ ___ 20. I will have adequate insurance and retirement benefits.

ASSIGNMENT SHEET 3

PLANNING A CAREER

1

Name ______________________________ Score __________

OBJECTIVE 7

State short-term work goals.

INTRODUCTION

Goals are actions we intend to do in a given span of time. They help us aim for and measure progress in our career, in our education, and in our personal lives.

A short-term goal could be set for a day, a week, or a month. Any objective you can accomplish in a year's time is called a short-term goal. An example of a short-term goal could be to complete this course.

Long-term goals take more time to achieve than short-term goals. Any objective that takes more than a year's time to accomplish is a long-term goal. An example of a long-term goal could be to graduate from a college. Another example could be to become an assistant store manager in five years.

Businesses set goals for 5, 10, and even 15 years ahead. Each year and each month businesses set short-term goals to help reach long-term goals. Businesses do not leave the future to chance. Do you?

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

Cognitive Activities
- Identify/develop alternatives
- Develop an action plan
- Evaluate results/outcomes

Part 1 - List and develop a plan for fulfilling short-term goals.

1. List three work-related or education-related objectives you want to accomplish next week. Goal 1 is the most important.

   Goal 1: ______________________________

   Goal 2: ______________________________

   Goal 3: ______________________________

2. Write a day-by-day plan for your week's activities so that Goal 1, your first priority, gets the most amount of time, thought, and energy. Develop an hourly plan.

EXAMPLE:

WEEK OF	*April 20*	
MONDAY	*6:30*	*Prepare for school*
	8:00	*Classes until 2:00*
	3:00	*Begin writing resume*
	5:00	*Report to work*

Part 2 - Evaluate your progress in reaching your short-term goals.

Week 1

1. Evaluate how you used your time this week. If Goal 1 did not receive the most time, why?

____

____

____

2. Recall the fable "The Tortoise and the Hare." The hare lost the race because he became bored, distracted, and lazy. The tortoise won because he was determined, kept on walking, and did not rest. Does your behavior this week most resemble the tortoise or the hare? Why?

____

____

____

Week 2

3. Do another log of activities for one week. Re-evaluate how you used your time. Did Goal 1 receive the most amount of time?

____

____

4. Recall the fable "The Tortoise and the Hare." Did your behavior this next week change? Do you still resemble the same character as last week or not? Why?

____

____

ASSIGNMENT SHEET 4

PLANNING A CAREER

Name ______________________________ Score __________

OBJECTIVE 8

State long-term work goals.

INTRODUCTION

It is important for all of use to have goals and dreams. When you set goals you have a chance to think about things that you really want to do. Keep in mind that you will be working at least 40 years. How are you going to spend those years? What do you want to accomplish in your professional life?

INSTRUCTIONS

Under the heading below, list what you want to be doing professionally at each stage of your working life.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

Cognitive Activities
- Identify/develop alternatives
- Develop an action plan
- Evaluate results/outcomes

	What I Want to Accomplish Professionally
5 years from now	
10 years from now	
20 years from now	
30 years from now	
40 years from now	

ASSIGNMENT SHEET 5

PLANNING A CAREER

Name ______________________________ Score __________

OBJECTIVE 11

Use available resources to research careers.

INTRODUCTION

A wise career choice should be based on accurate information. You can use various printed or computerized resources to research a career in which you are interested.

INSTRUCTIONS

Check out at least three sources of information about careers. The following may be useful:

- Occupational Outlook Handbook
- Guide for Occupational Exploration (G.O.E.)
- Dictionary of Occupational Titles (D.O.T.)
- The ERIC computer system
- Other career publications, such as magazines and audiovisuals

Choose a career which interests you. Examine the sources mentioned above. Now complete the following information.

1. Resource: ______________________________

   Using this resource, what was most helpful? Why was it helpful?

   Using this resource, what was least helpful? Why was it not helpful?

   What do you feel you learned from using this resource? Will you refer to it again for necessary information on careers?

Reading Comprehension
- Gain factual information
- React to written material

Research and Reference
- Select useful resources
- Locate resources

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

Job Search/Selection
- Analyze personal occupational aptitudes/preferences
- Compare/evaluate career options

2. Resource: ______________________________

   Using this resource, what was most helpful? Why was it helpful?

   ____

   ____

   ____

   Using this resource, what was least helpful? Why was it not helpful?

   ____

   ____

   ____

   What do you feel you learned from using this resource? Will you refer to it again for necessary information on careers?

   ____

   ____

   ____

3. Resource: ______________________________

   Using this resource, what was most helpful? Why was it helpful?

   ____

   ____

   ____

   Using this resource, what was least helpful? Why was it not helpful?

   ____

   ____

   ____

What do you feel you learned from using this resource? Will you refer to it again for necessary information on careers?

4. What do you now know about this career that you did not know before your research?

ASSIGNMENT SHEET 6

PLANNING A CAREER

1

Name ______________________________ Score __________

OBJECTIVE 13

Discuss how current events affect the work world.

INTRODUCTION

As we know, the world is constantly being affected by predictable and unpredictable events. Many of these changes will affect the environment of the work world. Who will be working? What kinds of jobs will be available? What training and educational skills will we, as workers, need?

INSTRUCTIONS

Watch the news or read the newspaper, and find an event or events that you think will affect our work and jobs. In the space provided, summarize four of the stories. Select the stories that you feel will have the greatest effect on the work that people do. Answer the following questions.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Research
- Take notes

Cognitive Activities
- Collect/record information
- Identify critical elements/issues
- Transfer knowledge/training to new situations

Functional Social Studies
- Select/use sources of information on current events
- Analyze current events

NEWS STORY

Source Used: ____________________ Title: ____________________

Summary: ____

____

____

____

____

____

____

____

____

____

____

QUESTIONS

1. How will the events that you described in this story affect our work and jobs? ______

2. How, as workers, can we prepare for these changes? ______

NEWS STORY

Source Used: ______ Title: ______

Summary: ______

QUESTIONS

1. How will the events that you described in this story affect our work and jobs? ______

2. How, as workers, can we prepare for these changes? ______

NEWS STORY

Source Used: ______ Title: ______

Summary: ______

QUESTIONS

1. How will the events that you described in this story affect our work and jobs?

2. How, as workers, can we prepare for these changes? ________

NEWS STORY

Source Used: ________ Title: ________

Summary: ________

QUESTIONS

1. How will the events that you described in this story affect our work and jobs?

2. How, as workers, can we prepare for these changes? ________

WRITTEN TEST

PLANNING A CAREER

1

Name ______________________ Score __________

OBJECTIVE 1

Match terms associated with career planning to their correct definitions. Write the correct letters in the blanks.

A. strategy
B. occupation
C. job
D. work
E. career
F. skill
G. self-esteem

H. interest
I. aptitude
J. ability
K. self-awareness
L. goal
M. position
N. job success

_____ 1. Activity or subject a person enjoys

_____ 2. A plan of action that you adopt in seeking a goal

_____ 3. Ability to do a job well

_____ 4. Group of similar jobs

_____ 5. Group of similar positions in a work situation

_____ 6. Power to do a task or skill

_____ 7. Chosen occupation; development of a person's work

_____ 8. Objective you plan to achieve

_____ 9. Your sense of worth; how you feel about your abilities, personality, appearance, and relationships

_____ 10. Ability to recognize your own values, ambitions, and goals

_____ 11. Any kind of planned or responsible activity in which individuals engage with the expectation of a return for their efforts

_____ 12. A set of tasks and duties

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____ 13. Natural tendency, inclination, or ability to do a task or skill—quickness to learn or understand a particular function

____ 14. Satisfaction in achieving career goals

OBJECTIVE 2 **List reasons people work.** Write six reasons in the blanks.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 3 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 4 **Arrange in order the steps in choosing a career.** Place a "1" in front of the first step, a "2" in front of the second, etc.

____ A. Be alert.

____ B. Analyze your resources.

____ C. Define your future needs or wants.

____ D. Have a plan of action.

____ E. Evaluate.

____ F. Gather information and compare your choices.

____ G. Plan how to reach your goal.

____ H. Identify your choices.

____ I. Make your decision.

____ J. Start over.

____ K. Evaluate your choices.

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OBJECTIVE 5 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 6 **State factors to consider in setting goals.** Write three factors in the blanks.

- ____________________
- ____________________
- ____________________

OBJECTIVE 7 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 8 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 9 **Match jobs to occupational clusters.** Place the correct letter of the occupational cluster in the blank before each job. Some answers may be used more than once.

A. structural work
B. machine trades
C. processing
D. clerical and sales
E. service
F. agricultural, fishery, forestry, and related occupations
G. miscellaneous
H. bench work
I. professional, technical, and managerial

____ 1. Electrician

____ 2. Licensed practical nurse

____ 3. Seamstress

____ 4. Jeweler

____ 5. Paper plant worker

____ 6. Teacher

____ 7. Tanning salon worker

____ 8. Game warden

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____ 9. Real estate agent

____ 10. Movie star

OBJECTIVE 10

List careers expected to grow rapidly in the next ten years. Write ten careers in the blanks.

- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________

OBJECTIVE 11

Evaluated on Assignment Sheet 5.

OBJECTIVE 12

State changes in the traditional roles of women and men in the workplace. Write four changes in the blanks.

- ________________________________
- ________________________________
- ________________________________
- ________________________________

OBJECTIVE 13

Evaluated on Assignment Sheet 6.

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ASSIGNMENT SHEETS

OBJECTIVE 3

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 5

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 7

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

OBJECTIVE 8

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

OBJECTIVE 11

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

OBJECTIVE 13

Assignment Sheet 6

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. H
2. A
3. F
4. B
5. C
6. J
7. E
8. L
9. G
10. K
11. D
12. M
13. I
14. N

OBJECTIVE 2

Answers should include all of the following:

- Money
- Prestige (identity)
- Self-satisfaction
- Social interaction
- Contribution to society
- Peer or family pressure

OBJECTIVE 3

Evaluated on Assignment Sheet 1.

OBJECTIVE 4

A. 8
B. 2
C. 1
D. 9
E. 10
F. 4
G. 7
H. 3
i. 6
j. 11
k. 5

OBJECTIVE 5

Evaluated on Assignment Sheet 2.

OBJECTIVE 6

Answers should include all of the following:

- Goals should be specific.
- Goals should be realistic.
- Goals should be short-, medium-, and long-term.

OBJECTIVE 7

Evaluated on Assignment Sheet 3.

OBJECTIVE 8

Evaluated on Assignment Sheet 4.

OBJECTIVE 9

1. A
2. I
3. B
4. H
5. C
6. I
7. E
8. F
9. D
10. G

OBJECTIVE 10

Answers should include any ten of the following:

- Residential care
- Computer and data processing services
- Health services
- Child day care services
- Business services
- Management and public relations
- Individual and miscellaneous social services
- Passenger transportation arrangement
- Miscellaneous equipment rental and leasing
- Accounting, auditing, and related services
- Personnel supply services
- Financial holding and investment services
- Job training and related services
- Photocopying, commercial art, and photofinishing
- Water and sanitation services
- Assistance to health practitioners
- Aircraft and missile parts, and equipment
- Nursing and personal care services
- Automobile parking, repair, and related services
- Libraries, vocational, and other school services

OBJECTIVE 11

Evaluated on Assignment Sheet 5.

OBJECTIVE 12

Answers should include all of the following:

- Opportunities for women in management positions are better than ever before and are continuing to get better all the time.
- Over 1.5 million women enter the workforce each year.
- Statistics show that women account for half of the workforce in the United States.
- Women are filling jobs that used to be considered "man's work," and men are seeking jobs formerly filled predominantly by women.

OBJECTIVE 13

Evaluated on Assignment Sheet 6.

OBJECTIVE SHEET

SEARCHING AND APPLYING FOR A JOB

2

INTRODUCTION

Finding the right job can be challenging because you must know where to look and how to apply. You must have a social security card and, perhaps, a work permit, both required for employment. You must also prepare a resume and a letter of application. Once you have application forms, you must complete them and, if the employer requires, take an employment test. Practice preparing and completing these items will help you in a real employment situation.

UNIT OBJECTIVE

After completing this unit, the student will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with searching and applying for a job to their correct definitions.
2. Select from a list factors to consider in finding a suitable job.
3. List sources for finding a job.
4. Use classified ads in a job search. (Assignment Sheet 1)
5. List the documents necessary to take when applying for a job.
6. Select from a list true statements about social security.
7. Complete an application for a social security card. (Assignment Sheet 2)
8. Complete an application for a work permit. (Assignment Sheet 3)
9. List types of information which should be included in a resume.
10. Prepare a resume. (Assignment Sheet 4)
11. Discuss the correct content and form of a letter of application.
12. Write a letter of application. (Assignment Sheet 5)
13. List guidelines for filling out an application form.

14. Complete an employment agency contract. (Assignment Sheet 6)

15. Complete a public employment agency application form. (Assignment Sheet 7)

16. List types of employment tests.

17. Complete a sample employment test. (Assignment Sheet 8)

SUGGESTED ACTIVITIES

SEARCHING AND APPLYING FOR A JOB

2

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with searching and applying for a job to their correct definitions.

- Use Information Sheet, objective 1 to discuss terms associated with finding and applying for a job.

Objective 2: Select from a list factors to consider in finding a suitable job.

- Use Information Sheet, objective 2 to discuss ways the students can pinpoint the type of work they want to do and for which they are qualified.

Objective 3: List sources for finding a job.

- Use Information Sheet, objective 3 and Transparencies 1 and 2 to present sources individuals can use to find job openings.

- Lead the students in a discussion of the following points: Which source would they use to begin a job search? Which sources have been helpful to them or their acquaintances in the past? Have they encountered problems in using any of the sources?

- Have the students make a list of available jobs for which they might wish to apply. Have them list at least three and write the following information for each: (1) What are the sources from which they learned of the job? (2) Which work skills or personal qualifications suit them for the job? (3) How does the job compare with their work interests and career goals?

- Invite a representative from an employment agency to explain how employment agencies can benefit the students in locating employment.

  ☑ **NOTE:** A representative from state employment services will come to Oklahoma schools without charge.

Objective 4: Use classified ads in a job search. (Assignment Sheet 1)

- Supply or have the students bring newspaper classified ad sections to class. Explain the categories under which job openings are grouped. After the students have had time to look through the ads, answer any questions about symbols, terms, or abbreviations used in ads.

- List various jobs on the board, and have the students find the classified ad headings under which they are listed.

- Have the students complete Assignment Sheet 1.

Objective 5: List the documents necessary to take when applying for a job.

- Use Information Sheet, objective 5 to discuss documents necessary to take when applying for a job.

Objective 6: Select from a list true statements about social security.

- Show Transparency 3 to review a sample social security card.

- Use Information Sheet, objective 6 to discuss facts about social security.

Objective 7: Complete an application for a social security card. (Assignment Sheet 2.)

- Have the students complete Assignment Sheet 2.

Objective 8: Complete an application for a work permit. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3.

Objective 9: List types of information which should be included in a resume.

- Use Information Sheet, objective 9 and Transparencies 4 and 5 to aid in your explanation of how to write an effective resume.

- Bring in samples of well-written resumes and compare styles and formats.

- Invite a business owner or personnel director to discuss with the class both positive and negative qualities which he or she looks for in a resume.

Objective 10: Prepare a resume. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

Objective 11: Discuss the correct content and form of a letter of application.

- Use Information Sheet, objective 11 to discuss writing a letter of application.

- Provide sample letters of application, and let students critique them as to what the writer could have done more effectively.

Objective 12: Write a letter of application. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5.

- Use Transparencies 6 and 7 to compare and contrast a poorly written and a well-written letter of application.

Objective 13: List guidelines for filling out an application form.

- Use Information Sheet, objective 13 to discuss good habits to form when filling out applications.

Objective 14: Complete an employment agency contract. (Assignment Sheet 6)

- Have the students complete Assignment Sheet 6.

Objective 15: Complete a public employment agency application form. (Assignment Sheet 7)

- Have the students complete Assignment Sheet 7.

Objective 16: List types of employment tests.

- Use Information Sheet, objective 16 to discuss employment testing.
- Obtain and present to the class information from the state employment service and from the human resources departments of local businesses about tests which they administer.
- Ask the students to relate experiences they have had with employment testing.

Objective 17: Complete a sample employment test. (Assignment Sheet 8)

- Have the students complete Assignment Sheet 8.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate the students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Chapman, Elwood N. *I Got the Job! Win a Job Your Way.* Los Altos, CA: Crisp Publications, Inc., 1988.
- Daggett, Willard R. *The Dynamics of Work.* Dallas: Southwestern Publishing Company, 1991.
- *Job Hunter's Sourcebook: Where to Find Employment Leads and other Job Search Resources.* 2d ed. Detroit: Gale Research, 1991.
- Kelly, Joan M. and Voltz-Patton. *Career Skills.* Blacklick, OH: Glencoe Publishing Company, 1991.
- Kimbrell, Grady and Ben S. Vineyard. *Succeeding in the World of Work.* Blacklick, OH: Glencoe Publishing Company, 1992.
- Krannich, Ronald L. and Caryl Rae. *Dynamite Cover Letters.* Woodbridge VA: Impact Publications, 1992.

- Littrell, J. J. *From School to Work: A Cooperative Education Book.* South Holland, IL: Goodheart-Willcox Company, 1991.
- Yate, Martin. *Cover Letters that Knock 'Em Dead.* Holbrook, MA: Bob Adams, Inc., 1992.
- Yate, Martin. *Resumes that Knock 'Em Dead.* Holbrook, MA: Bob Adams, Inc., 1988.

INFORMATION SHEET

SEARCHING AND APPLYING FOR A JOB

2

OBJECTIVE 1

Match terms associated with searching and applying for a job to their correct definitions.

- **application form** — an information sheet given to you to fill out asking information about you, your education, and your work experience

- **blind ad** — advertisement placed in the help wanted section of the classified ads that does not identify the company placing the ad

EXAMPLE:

> FILE CLERK, light typing, and opportunity for advancement. Salary commensurate with ability. 555-8770.

- **classified ads** — a listing of many different kinds of advertisements

- **employment wanted ad** — advertisement placed in the newspaper by an individual seeking employment

EXAMPLE:

> **WILL BABYSIT in my home. Infants to school-age. Have references and much experience. Call Jennie 555-9900.**

- **help wanted ad** — advertisement placed in the classified section of the newspaper requesting applicants for job offerings

  EXAMPLE:

  > **Teller Opening**
  >
  > **First National Bank has an opening for an experienced inside teller. Basic adding machine and/or calculator skills, ability to cope with pressure are essential in this position. Call for an appointment, 555-7581.**
  >
  > **Equal opportunity employer, M/F**

- **job lead** — information about a possible job opening; an indication or a clue about a job

- **references** — individuals who know you and are willing to offer comments on your behalf

  EXAMPLE: Former employers, teachers, friends

- **resume** — a brief written summary of your personal information and your job qualifications

OBJECTIVE 2

Select from a list factors to consider in finding a suitable job.

- Analyze your personal abilities.

- Decide your future goals.

  ☞ **NOTE:** Where do you hope to be and what do you hope to be doing in five or ten years? Remember, in order to reach goals, accepting less desirable jobs may be necessary.

- Examine your interests.

  EXAMPLE: Favorite school subjects, least favorite school subjects, hobbies, sports and special interests; types of people with whom you like to work; where you like to work (indoors or outdoors, small or large firm); types of work you like and dislike

- List your basic job skills.

  EXAMPLE: Writing, talking, listening, reading, grammar and word usage, spelling, punctuation, vocabulary, mathematics, and computer literacy

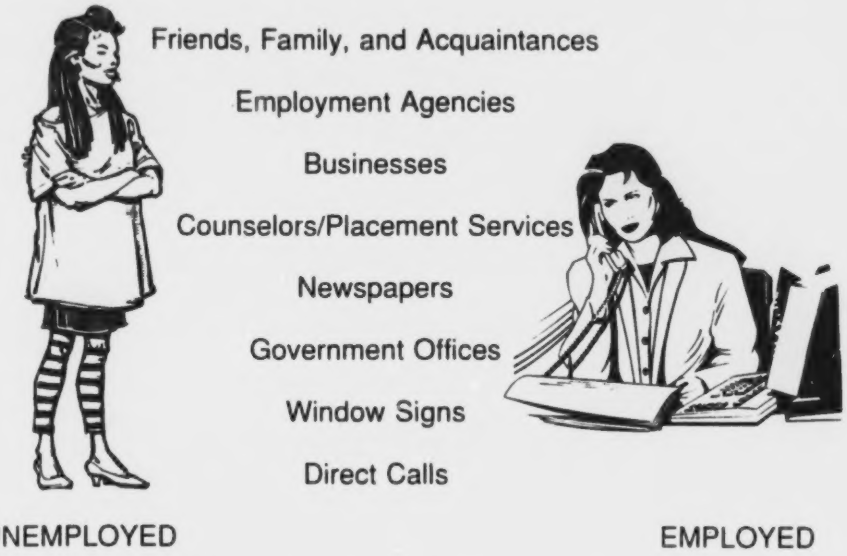
- List your specific job skills.
- Analyze the jobs available to find specific skills and rates of accuracy required.
- Match personal skills to those required for specific jobs.
- Consider other factors such as working conditions, salary, fringe benefits, and job mobility.

  ☑ **NOTE:** Available work in some careers such as marine biology is usually limited to specific locations such as coastal areas, and many other careers in today's job market also require a willingness to relocate.

OBJECTIVE 3

List sources for finding a job.

Where To Look For A Job



Friends, Family, and Acquaintances
Employment Agencies
Businesses
Counselors/Placement Services
Newspapers
Government Offices
Window Signs
Direct Calls

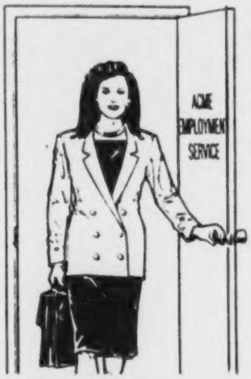
- Friends, family, and acquaintances

  ☑ **NOTE:** Tell people that you are job hunting. The more people that are aware that you are interested in obtaining a job, the better chance you have in locating employment.

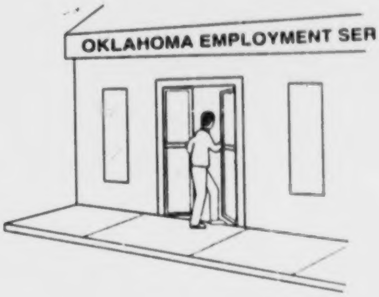
EXAMPLE: Teachers, counselors, ministers or priests, friends, relatives, neighbors, acquaintances, political officials, business people, and people employed in the types of job you want

- Public and private employment agencies

☑ **NOTE:** Private employment agencies may charge a fee that has to be paid by the person searching for the job; however, some job fees are paid by the prospective employer.



- Charges a Fee for Its Services
- Helps You Find the Right Job
- Finds Jobs that Will Fit You
- Requires that You Make an Appointment



- Does Not Charge a Fee for Its Services
- Is Supported by Citizens' Tax Dollars
- Finds Workers for All Types of Jobs
- Does Not Require that You Make an Appointment

- Employment offices of private business firms
- School counselors and placement services

☑ **NOTE:** See if your school or college offers this service.

- Newspaper classified ads

☑ **NOTE:** Use both the help wanted ads and the employment wanted ads.

- Government offices

  ☑ **NOTE:** The U.S. Government is the largest employer in the country. Check the location of government offices in your area for possible job openings.

- Window signs

  ☑ **NOTE:** Some businesses, especially those in food service, will display Help Wanted signs in windows.

- Direct calls

  ☑ **NOTE:** If you have exhausted all sources for job leads, using the telephone yellow pages and calling companies that interest you may turn up a potential employer needing your skills.

OBJECTIVE 4 **Complete Assignment Sheet 1.**

OBJECTIVE 5 **List the documents necessary to take when applying for a job.**

☑ **NOTE:** Whenever you begin your career search for the job you want, be sure to have all the documents prepared and up-to-date.

- Social security card
- Birth certificate—original copy
- Driver's license (if applicable) or other photo identification
- Work permit (if a non-citizen or less than 18 years old)
- Two copies of your resume and references

  ☑ **NOTE:** One copy may be used to help fill out the job application form.

- Letters of recommendation
- Samples of your work (if applicable)

  ☑ **NOTE:** Called a portfolio, these samples can demonstrate your ability to perform specific tasks.

  EXAMPLE: Photographs, art, writing, advertising

OBJECTIVE 6

Select from a list true statements about social security.

☑ **NOTE:** Your social security number is used to identify the account the federal government keeps of your contributions—earnings and inheritance—and your employers' contributions to your retirement, survivors' benefits, and disability benefits.

- Proofs necessary to apply for a social security card
  - Age and citizenship

    EXAMPLE: Birth certificate

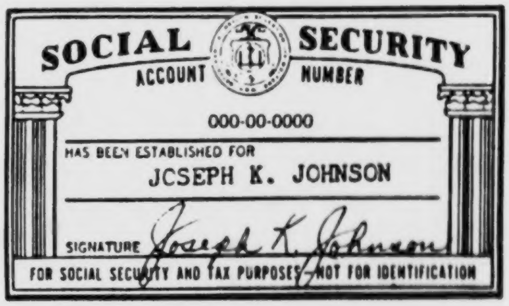
    ☑ **NOTE:** Only original documents are accepted as proof.
  - Identity

    EXAMPLE: Driver's license, school record or report card, church membership or confirmation record, voter's registration card, insurance card, doctor or hospital record, military service identification

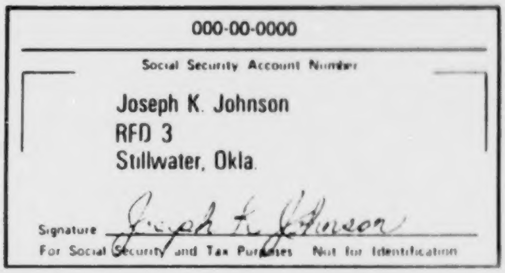
    ☑ **NOTE:** Only original documents are accepted as proof.
- Process for applying for a social security card
  - The law requires all children must have a social security number by age five.
  - Apply in person if you are 18 or older and have never had a card.
  - Apply in person if you are an alien.
  - Complete an application and return it by mail if you are not an alien, or if you have been issued a card.

    EXAMPLE: You lost your card.

- Two parts of a social security card
    - Carry the top part with you.
    - Keep the bottom part in a safe place.



SOCIAL SECURITY
ACCOUNT NUMBER
000-00-0000
HAS BEEN ESTABLISHED FOR
JCSEPH K. JOHNSON
SIGNATURE Joseph K. Johnson
FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION



000-00-0000
Social Security Account Number
Joseph K. Johnson
RFD 3
Stillwater, Okla.
Signature Joseph K. Johnson
For Social Security and Tax Purposes Not for Identification

OBJECTIVE 7 **Complete Assignment Sheet 2.**

OBJECTIVE 8 **Complete Assignment Sheet 3.**

OBJECTIVE 9 **List types of information which should be included in a resume.**

☑ **NOTE:** Your resume represents you. It should be clear, concise, and prepared as accurately and neatly as possible.

- Personal data

  EXAMPLE: Name, address (permanent, school), and phone number

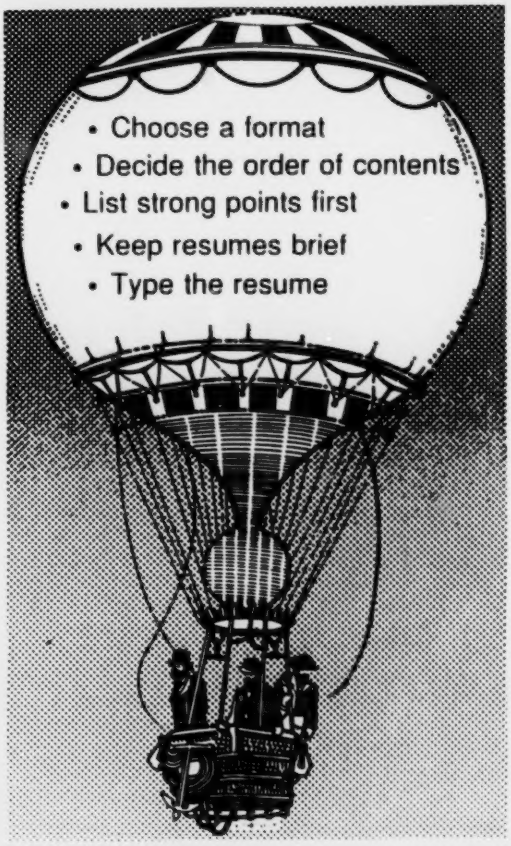
- Career objective

- Work experience

  ☑ **NOTE:** Use action words to describe specific skills and tasks, such as typed, field, repaired, wrote, welded, managed, etc.

- Education background
- Personal skills and qualities (optional)
- Honors and activities (optional—especially useful for a student seeking an entry-level position who has no prior work experience)
- References

☑ **NOTE:** Never list a reference without obtaining that person's approval. Get the person's permission, correct address, and correct telephone number.



• Choose a format
• Decide the order of contents
• List strong points first
• Keep resumes brief
• Type the resume

Sample Resume

Terry McKracken

Address:

Present
774 E. Adams Street
Yourtown, Yourstate 77704
405-311-7779

Permanent
Route #3
Anytown, Yourstate 77702
405-235-4433

Job Objective: Career in automotive repair

Education:

Anytown High School, Anytown, Yourstate 19__-19__

Progress Vo-Tech, Progressive, Yourstate 19__-19__
Grade average: 2.7 on a 4.0 scale

Subjects Studied:
Auto mechanics — two years (1080 hours)
High school math
Basic drafting — two semesters
CVET mechanical — two semesters

Student Activities:
President, Student Service Organization
Treasurer, Church Youth Fellowship Organization

Work Experience:
Gas station attendant — Jones Gas Station, Summer 19__
Hay hauler, summers (19__-__)

References:

Mr. Sammy Slavedriver
Vocational Auto Mechanics Instructor
Progress Vo-Tech
Progressive, Yourstate 77703

Mrs. Jerri Smith
Youth Director
Parkview Church
711 Fellowship Circle
Anytown, Yourstate 77702

Mr. John Goodwrench
Jones Gas Station
Anytown, Yourstate 77702

Randy Simpson
River Bend Ranch
Anytown, Yourstate 77702

OBJECTIVE 10 **Complete Assignment Sheet 4.**

OBJECTIVE 11 **Discuss the correct content and form of a letter of application.**

- A letter of application should be brief, not more than three or four paragraphs, and should contain the following information:
  - ☐ In the first paragraph, identify the job about which you are writing. Mention how you found out about the job.
  - ☐ In the next paragraph, state your educational experience and your qualifications and abilities that relate to this job.
  - ☐ In the last paragraph, request an interview at the employer's convenience and give information about when and how you can be reached.
- If possible, type the letter of application. Make sure it is neat and all words are spelled correctly.

OBJECTIVE 12 **Complete Assignment Sheet 5.**

OBJECTIVE 13 **List guidelines for filling out an application form.**

☑ **NOTE:** A prospective employer's first impression of you will be the way you complete an application form.

- Always read the entire application before beginning to fill in the blanks.
- Follow all directions and instructions.
- Be neat.
- Answer all the questions even if they do not apply to you. For questions that do not apply, either write NA (not applicable) or draw a short line through the blank.
- Know ahead of time what position you want.
- Always double check the form to be sure every question has been answered.

OBJECTIVE 14 **Complete Assignment Sheet 6.**

OBJECTIVE 15 **Complete Assignment Sheet 7.**

OBJECTIVE 16 **List types of employment tests.**

- Performance tests

  ☑ **NOTE:** Depending upon the position you are applying for, you may be asked to take a skills test.

  EXAMPLE: Secretarial position may require you to take a typing test, shorthand test, spelling test, filing test, mathematics test, etc. Electrician position may require you to trouble shoot wiring problems.

- Aptitude tests

  ☑ **NOTE:** Aptitude tests measure your potential to do certain jobs.

EXAMPLE: Sales position in telemarketing may require you to take a test to measure your ability to remember strings of numbers. Assembly line position may require you to take an eye-hand coordination test.

- Personality tests

☑ **NOTE:** Personality tests, used less than other tests, are common in organizations that require creative teamwork.

EXAMPLE: Public relations, advertising, or product development positions may require a test in order to determine if your personality will complement those of co-workers.

- Civil service tests

☑ **NOTE:** To be hired for government jobs, many workers must pass a civil service test administered by the Civil Service Commission.

EXAMPLE: Postal workers, county agents, interstate commerce workers, special agents, such as EPA and DEA

OBJECTIVE 17 **Complete Assignment Sheet 8.**

Where To Look For A Job

UNEMPLOYED

Friends, Family, and Acquaintances

Employment Agencies

Businesses

Counselors/Placement Services

Newspapers

Government Offices

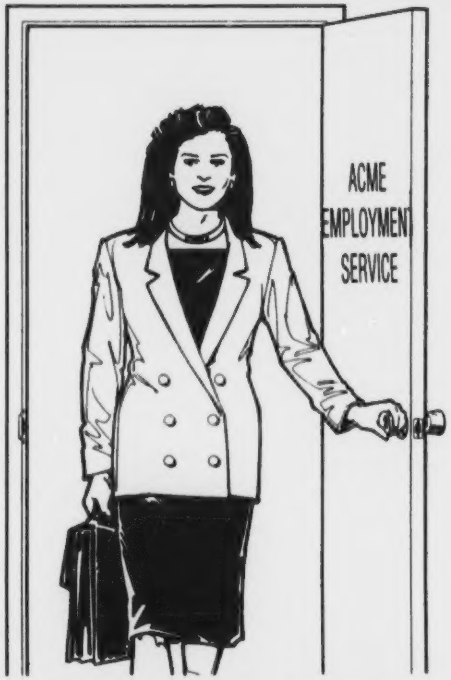
Window Signs

Direct Calls

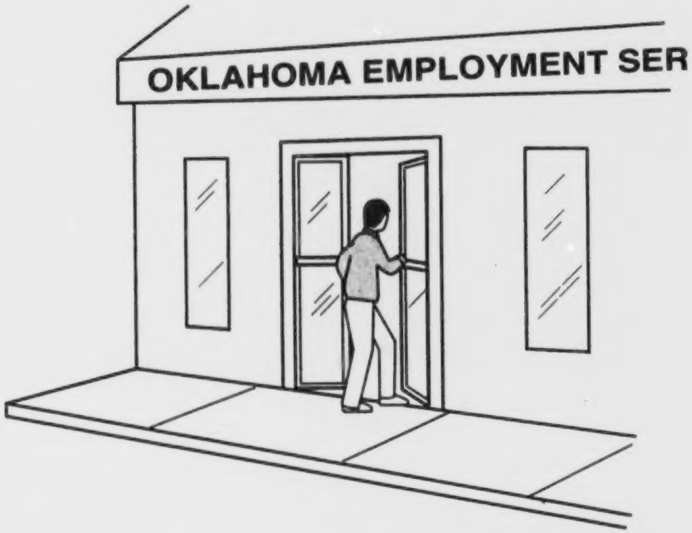
EMPLOYED

May be photocopied for student use.

Help in Finding Jobs


ACME
EMPLOYMENT
SERVICE

- Charges a Fee for Its Services
- Helps You Find the Right Job
- Finds Jobs that Will Fit You
- Requires that You Make an Appointment

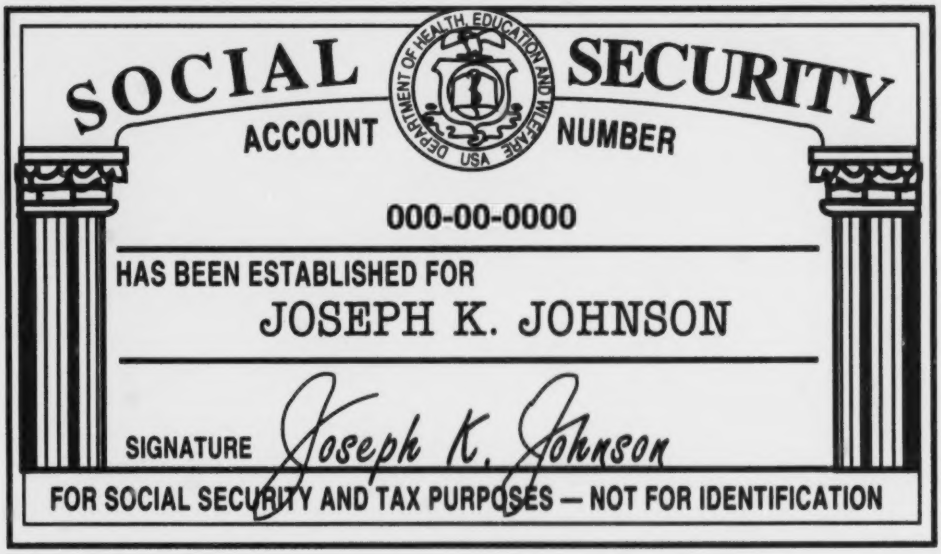

OKLAHOMA EMPLOYMENT SER

- Does Not Charge a Fee for Its Services
- Is Supported by Citizens' Tax Dollars
- Finds Workers for All Types of Jobs
- Does Not Require that You Make an Appointment

May be photocopied for student use.

Sample Social Security Card

The part you carry looks like this:



SOCIAL SECURITY

ACCOUNT NUMBER

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE USA

000-00-0000

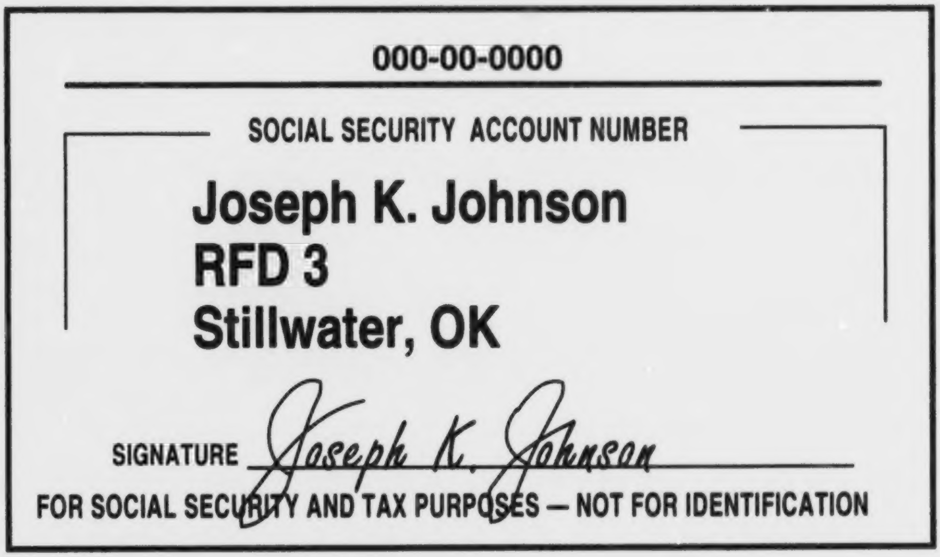
HAS BEEN ESTABLISHED FOR

JOSEPH K. JOHNSON

SIGNATURE Joseph K. Johnson

FOR SOCIAL SECURITY AND TAX PURPOSES — NOT FOR IDENTIFICATION

The part you keep in a safe place looks like this:



000-00-0000

SOCIAL SECURITY ACCOUNT NUMBER

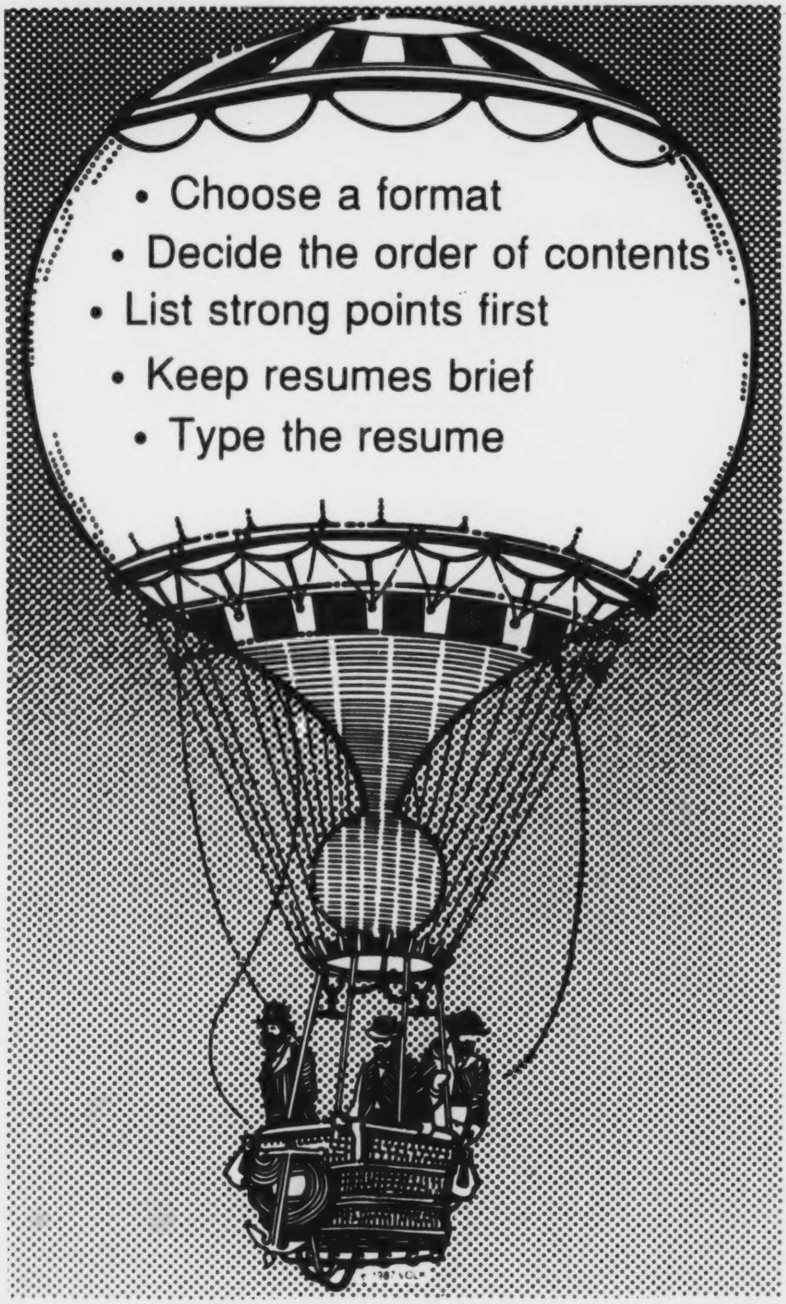
Joseph K. Johnson
RFD 3
Stillwater, OK

SIGNATURE Joseph K. Johnson

FOR SOCIAL SECURITY AND TAX PURPOSES — NOT FOR IDENTIFICATION

May be photocopied for student use.

Resume High Points



- Choose a format
- Decide the order of contents
- List strong points first
- Keep resumes brief
- Type the resume

May be photocopied for student use.

Sample Resume

Terry McKracken

Address:

Present	Permanent
774 E. Adams Street Yourtown, Yourstate 77704 405-311-7779	Route #3 Anytown, Yourstate 77702 405-235-4433

Job Objective: Career in automotive repair

Education: Anytown High School, Anytown, Yourstate 19__-19__

Progress Vo-Tech, Progressive, Yourstate 19__-19__
Grade average: 2.7 on a 4.0 scale

Subjects Studied:
Auto mechanics — two years (1080 hours)
High school math
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CVET mechanical — two semesters

Student Activities:
President, Student Service Organization
Treasurer, Church Youth Fellowship Organization

Work Experience:
Gas station attendant — Jones Gas Station, Summer 19__
Hay hauler, summers (19__-__)

References:

Mr. Sammy Slavedriver
Vocational Auto Mechanics Instructor
Progress Vo-Tech
Progressive, Yourstate 77703

Mrs. Jerri Smith
Youth Director
Parkview Church
711 Fellowship Circle
Anytown, Yourstate 77702

Mr. John Goodwrench
Jones Gas Station
Anytown, Yourstate 77702

Randy Simpson
River Bend Ranch
Anytown, Yourstate 77702

May be photocopied for student use.

Sample Letter of Application

Dear Mrs Doe,

I am writting to ask about a job in your day care center. I just completed the 9th grade where I took some [illegible] courses in vocational H.E.

For awhile I worked at Kiddie School where I learned many things about it.

I want to work ~~at~~ in a day care center. Hoping to hear from you soon.

your friend,
Cindy Jones ☺

May be photocopied for student use.

Sample Employment Letter

110 Lemon Avenue
Somewhere, Oklahoma 74074
February 15, 19__

Ms. Jane Doe, Manager
Happy Time Day Care Center
Someplace, Oklahoma 74073

Dear Ms. Doe:

Please consider this letter an application for the position of child care aide with the Happy Time Day Care Center.

In June I complete the ninth grade in Somewhere High School where I completed one year of vocational home economics. A record of my high school courses, grades, and previous work experience is included on the attached data sheet.

While enrolled in the home economics program, I received work experience with Ms. John Smith of Kiddie School in Somewhere. Ms. Smith has given me permission to list her name as a reference.

I enjoyed my work experience with Kiddie School and should like to continue in this line of work. I would appreciate the opportunity to come in and discuss this opportunity with you at your convenience. I may be reached at the above address or by telephone at 377-2000.

Sincerely yours,

Cynthia Jones

Cynthia Jones

Enclosure

May be photocopied for student use.

ASSIGNMENT SHEET 1

SEARCHING AND APPLYING FOR A JOB

Name ______________________________ Score __________

OBJECTIVE 4 **Use classified ads in a job search.**

INTRODUCTION During your job search, it is helpful and useful to know how to read and understand the classified ad section of a newspaper.

INSTRUCTIONS Read the following ads and answer the corresponding questions.

Reading Comprehension
- React to written material

Functional Reading
- Interpret forms and records
- Interpret abbreviations/ acronyms

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

DRILLING/COMPLETION ENGINEER - Active Denver based independent seeks an engineer to manage operations. Requirements - 5+ years experience. Compensation- Competitive salary, assigned overriding royalty, stock option, medical. Please send confidential resume of experience, education, and salary history to Robert P. Jones, Jr., Dakota Resources, Inc., 2900 Security Life Building, Denver, Colorado 80202 or call (303) 555-2900.

---

1. a. What is the title of the position?

   ____

   b. What are the qualifications for the job?

   ____

   c. Who is the prospective employer?

   ____

   d. Who listed the position?

   ____

ADMINISTRATIVE ASSISTANT

Fee paid. Good telephone skills & experience. WordPerfect, able to accept some responsibility, pleasant manner, excellent working conditions. $18,000 plus bonus plus profit sharing. Ask for Katherine.
CAREER SPECIALISTS, INC.
Call 355-5251 Oil Capital Bldg.

2. a. What is the type of position?

____

b. What work experience is required?

____

c. What is the salary?

____

d. Who pays the fee for finding?

____

JOE'S DINER

$3.75 AFTER TRAINING

Bus persons & counter positions, part time evenings & weekends. Apply in person, 2-5 p.m., 5220 S. Main.

3. a. What is the salary?

____

b. What is the type of work?

____

c. What is the work schedule?

____

d. How do you apply?

____

JR. EXEC. SEC.

Front office demeanor. Computer skills, excellent opportunity. Call in confidence, $15,500.
EMPLOYMENT ASSOCIATES
610 N. Jones, Stillwater

4. a. What is the type of position?

____

b. What are the hours?

____

c. What experience do you need?

____

d. Who pays the fee for finding the job?

____

STEAK & ALE RESTAURANT
now accepting applications for general kitchen workers, full or part-time, evening shift. Should be able to work through the end of the year. Minimum. Apply in person, 4710 East 51st.
Equal opportunity
employer

5. a. What experience is required?

____

b. What is the salary?

____

c. What does EOE stand for?

____

d. How do you apply?

____

MATHEMATICS POSITIONS

Mathematics: Lecturer. Part-time. A master's degree and teaching experience is required. Teach under-graduate courses in Mathematics. Send letter of application, detailed resume, transcripts, and letters of recommendation to Mathematics Screening Committee, Dr. David M. Hart, Dean, School of Mathematics and Science, University of Central Oklahoma, Edmond, OK 73034. University of Central Oklahoma is an Equal Opportunity/Affirmative Action Employer.

6. a. What is the work schedule?

____

b. What experience is needed?

____

c. How do you apply?

____

d. What documents are needed to apply?

____

PART TIME JANITORS

Mature married men - janitor service accepting applications. Work 3 to 4 hours per night, Mon. through Fri. Work in downtown area and 15th & Sheridan. Paid holidays. We will train you. Call for appointment, 555-1197.

7. a. What is the work schedule?

____

b. What are the benefits of the job?

____

c. What training do you need?

____

d. How do you apply?

____

ASSIGNMENT SHEET 2

SEARCHING AND APPLYING FOR A JOB

2

Name ______________________________ Score __________

OBJECTIVE 7

Complete an application for a social security card.

INTRODUCTION

Your social security number is required in all employment situations. Keep your card safe and memorize your number.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Functional Writing
- Complete forms and records

If you do not know the answer to a question and cannot find the answer, write "unknown" in the space for the answer. If you have any questions about the form or the process, call your nearest social security office. The instructions below are numbered to correspond with the numbered items on the application.

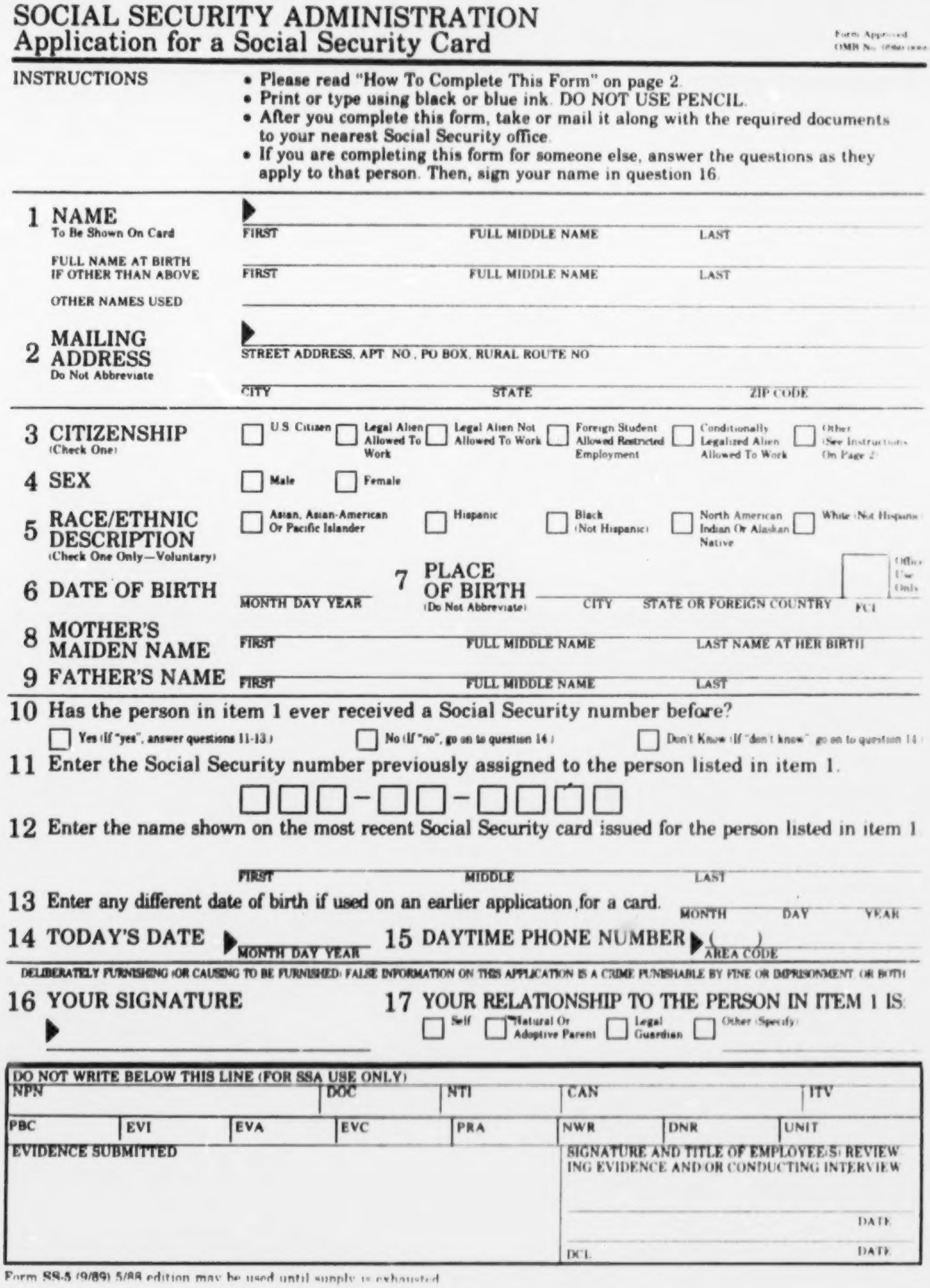
1. Your card will show your full first, middle, and last names **unless you show otherwise.** If you have ever used another name, show it on the third line. You can show more than one name on this line. Do not show a nickname unless you have used it for work or business.

2. Show the address where you want your card mailed. If you do not usually get mail at this address, show an "in care of address," for example, c/o John Doe, 1 Elm Street, Anytown, USA 00000.

3. If you check "other" under Citizenship, attach a statement that explains your situation and why you need a social security number.

5. You do not have to answer the question about race/ethnic background. You can get a social security card without this information. However, this information is important. It is used to study and report on how social security programs affect different people in our nation. Of course, it is used only for statistical reports and the identities of individuals will not be revealed.

from Form SS-5(9/89)



SOCIAL SECURITY ADMINISTRATION
Application for a Social Security Card

Form Approved
OMB No. [illegible]

INSTRUCTIONS

- Please read "How To Complete This Form" on page 2.
- Print or type using black or blue ink. DO NOT USE PENCIL.
- After you complete this form, take or mail it along with the required documents to your nearest Social Security office.
- If you are completing this form for someone else, answer the questions as they apply to that person. Then, sign your name in question 16.

1 NAME To Be Shown On Card ▶ FIRST ______ FULL MIDDLE NAME ______ LAST ______

FULL NAME AT BIRTH IF OTHER THAN ABOVE FIRST ______ FULL MIDDLE NAME ______ LAST ______

OTHER NAMES USED ______

2 MAILING ADDRESS Do Not Abbreviate ▶ STREET ADDRESS, APT. NO., PO BOX, RURAL ROUTE NO. ______

CITY ______ STATE ______ ZIP CODE ______

3 CITIZENSHIP (Check One) ☐ U.S. Citizen ☐ Legal Alien Allowed To Work ☐ Legal Alien Not Allowed To Work ☐ Foreign Student Allowed Restricted Employment ☐ Conditionally Legalized Alien Allowed To Work ☐ Other (See Instructions On Page 2)

4 SEX ☐ Male ☐ Female

5 RACE/ETHNIC DESCRIPTION (Check One Only—Voluntary) ☐ Asian, Asian-American Or Pacific Islander ☐ Hispanic ☐ Black (Not Hispanic) ☐ North American Indian Or Alaskan Native ☐ White (Not Hispanic)

6 DATE OF BIRTH ______ MONTH DAY YEAR

7 PLACE OF BIRTH (Do Not Abbreviate) CITY ______ STATE OR FOREIGN COUNTRY ______ ☐ FCI Office Use Only

8 MOTHER'S MAIDEN NAME FIRST ______ FULL MIDDLE NAME ______ LAST NAME AT HER BIRTH ______

9 FATHER'S NAME FIRST ______ FULL MIDDLE NAME ______ LAST ______

10 Has the person in item 1 ever received a Social Security number before?

☐ Yes (If "yes", answer questions 11-13.) ☐ No (If "no", go on to question 14.) ☐ Don't Know (If "don't know", go on to question 14.)

11 Enter the Social Security number previously assigned to the person listed in item 1.

☐☐☐-☐☐-☐☐☐☐

12 Enter the name shown on the most recent Social Security card issued for the person listed in item 1

FIRST ______ MIDDLE ______ LAST ______

13 Enter any different date of birth if used on an earlier application for a card. MONTH ______ DAY ______ YEAR ______

14 TODAY'S DATE ▶ ______ MONTH DAY YEAR **15 DAYTIME PHONE NUMBER** ▶ ( ) AREA CODE ______

DELIBERATELY FURNISHING (OR CAUSING TO BE FURNISHED) FALSE INFORMATION ON THIS APPLICATION IS A CRIME PUNISHABLE BY FINE OR IMPRISONMENT, OR BOTH

16 YOUR SIGNATURE ▶ ______

17 YOUR RELATIONSHIP TO THE PERSON IN ITEM 1 IS: ☐ Self ☐ Natural Or Adoptive Parent ☐ Legal Guardian ☐ Other (Specify) ______

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

NPN		DOC		NTI	CAN		ITV
PBC	EVI	EVA	EVC	PRA	NWR	DNR	UNIT
EVIDENCE SUBMITTED					SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW DATE DCL DATE		

Form SS-5 (9/89) 5/88 edition may be used until supply is exhausted

ASSIGNMENT SHEET 3

SEARCHING AND APPLYING FOR A JOB

Name ______________________________ Score __________

OBJECTIVE 8

Complete an application for a work permit.

INTRODUCTION

By law, students less than 18 years of age must apply for and be issued a work permit before they may take a job.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Functional Writing
- Complete forms and records

Job Acquisition/ Development
- Complete job-related applications

Complete the following work permit application form. Have your instructor complete the sections for employer and principal. Have your parents or guardian complete the appropriate section.

Steps in completing a work permit application form:

☑ **NOTE:** Under the child labor provisions of the Oklahoma State Labor Laws, students less than 18 years of age must apply for and be issued a work permit before they may take a job.

1. Obtain an application form from the office of the county superintendent of schools (courthouse) or an authorized high school principal or counselor.
2. Complete the section of the application to be filled out by the applicant.
3. Have your instructor complete the section of the application to be filled out by the employer.
4. Have a parent or guardian complete the section of the application to be filled out by a parent or guardian.

   ☑ **NOTE:** The issuing officer must speak to one of the parents or guardians before issuing the permit.

5. Have your instructor sign the application.

   ☑ **NOTE:** When actually applying for a work permit, it will need to be signed by your principal, recommending instructor, or counselor. The application then must be returned to the office of the county superintendent of schools or authorized high school principal. The application must be filled out *completely* before a work permit will be issued.

No. 600

APPLICATION TO SECURE CERTIFICATE OF AGE AND SCHOOLING FOR EMPLOYMENT.

FILL IN AND RETURN TO ISSUING OFFICER

County ____________ City ____________ Date ____________ 19____

TO BE FILLED OUT BY APPLICANT

Name of Applicant ____________ SS # of Applicant ____________

Resides at ____________

Date of Birth -- Month ______ Day ____ Year ____ Birthplace ____________

Grade in which enrolled ______ School ____________ Last grade completed ______

Name of person with whom residing ____________ Relationship ______

Mailing Address ____________ Remarks ____________

. . . .

TO BE FILLED OUT BY EMPLOYER

Upon presentation of an Employment Certificate, the minor named above will be employed by:

Name of Firm ____________ Address ____________ Telephone ____________

At the following occupation ____________ Hours of Work: From ______ to ______

And from ____________ to ____________ for ______ days per week

NOTE: Persons under the age of 16 may not work more than 3 hours on any school day or 8 hours on any non-school day and may not work more than 18 hours in any week when school is in session or 40 hours in any week when school is not in session.

Date ____________ 19____

____

Signature of Employer

REV. 9/91

TO BE FILLED OUT BY PARENT OR GUARDIAN

This is to certify that I am the ____________ of the above minor and that I hereby consent to his/her employment by the above employer provided said minor is first issued an employment certificate as required by law. I further certify that he or she was born on the date above written and that I have been requested by the issuing officer to submit to him or her one of the documentary proofs of the date of birth and in the order listed below and do submit the proof indicated. **SCHOOL RECORDS CANNOT BE ACCEPTED; LEGAL PROOF OF AGE MUST BE ONE OF THE FOLLOWING IN THE ORDER LISTED:**

Birth Certificate ____ Certificate of Baptism showing date of birth and place of baptism ____ Passport showing age of child ____

Certificate of arrival in the United States issued by U.S. immigration officer and showing age of child ____

Life insurance policy at least one year old showing age of child ____ Certificate of Degree of Indian Blood (CDIB) showing date of birth ____

It is agreed that irregular attendance or unsatisfactory class work will be sufficient cause for cancellation of this program.

Date ____________, 19____ ____________

Signature of Parent or Guardian

. . . .

PRINCIPAL'S, HEADMASTER'S OR EQUIVALENT ADMINISTRATIVE OFFICER'S RECOMMENDATION

I, the undersigned recommend ☐, do not recommend ☐, have no recommendation to make ☐, that ____________

be given an employment certificate, provided ____________

____

____

Signature of Issuing Officer

Principal, Headmaster, or Equivalent Administrative Officer

WHD 91-7-01 (REV. 9/91)

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ASSIGNMENT SHEET 4

SEARCHING AND APPLYING FOR A JOB

Name ______________________________ Score __________

OBJECTIVE 10

Prepare a resume.

INTRODUCTION

Your resume, letter of application, and application form are representations of you that prospective employers see, perhaps, even before they see you. They remain active in the company personnel files for one year after you have interviewed. Consequently, these documents should be as complete, accurate, and neat as you can make them.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization

Functional Writing
- Write resumes

Job Acquisition/Development
- Write personal resume

Write a resume to be included with your letter of application. Select the style of your choice or use the example on the following pages as a guide. Make sure your resume meets the following standards: logically organized, neatly typed, error free, in outline form, limited to one page (if possible), and honest about qualifications and experiences. The following information should be included in your resume.

1. Name, address, phone number
2. Position for which you have applied
3. Personal information—optional
    a. Age, weight, height
    b. Health
    c. Date of birth
    d. Marital status
4. Educational information
    a. Names and addresses of schools attended
    b. Dates you attended each
    c. Subjects studied
    d. Awards and activities
5. Work experience
    a. Name and address of the company
    b. Length of time worked
    c. Brief description of your duties and responsibilities; be specific and use action words
6. Special skills and interests
7. Personal references

☑ **NOTE:** Be sure to obtain permission before using someone as a reference.

SAMPLE RESUME
PERSONAL DATA SHEET

NAME: Jay Jamison

ADDRESS: 4 Holly Lane
Stillwater, Oklahoma 74074

TELEPHONE: 555-0457

SCHOOL: 9th grader at Stillwater High School

AGE: 14 years

HEALTH: Excellent

HEIGHT: 5'2"

MARITAL STATUS: Single

WEIGHT: 115 lbs.

SUBJECTS STUDIED:

Home Economics 1 — 2 semesters
English 1 — 2 semesters
Physical Education — 2 semesters
Algebra 1 — 2 semesters
Oklahoma History/Civics — 1 semester each

STUDENT ACTIVITIES:

Secretary, 9th grade class
Member of Future Homemakers of America
Member of FHA Banquet/Entertainment Committee
Chairman, Baptist Youth Commission
Member of varsity basketball team
Manager of baseball team

SPECIAL SKILLS:

Individual and group child care experience in constructing crafts for children

WORK EXPERIENCE:

Employed as busboy at McPherson's Cafeteria — Saturdays
Sacker at John's Grocery — Summer
Babysitting for individuals for two years after school and in summer

REFERENCES:

Ms. Joan White
Home Economics Instructor
Stillwater High School
5100 N. Main
Stillwater, Oklahoma 74079
(405) 555-5154

Ms. Norma Rays
Nursery Supervisor
First Baptist Church
3001 S. Knoblock
Stillwater, Oklahoma 74079
(405) 555-6200

Mr. and Mrs. Dave Smith
(babysitting customer)
9250 McElroy
Stillwater, Oklahoma 74079
(405) 555-5910

Date compiled ____________

Signature ______________________________

SAMPLE RESUME

Terry McKracken

	Present	Permanent
Address:	774 E. Adams Street Yourtown, Yourstate 77704 405-311-7779	Route #3 Anytown, Yourstate 77702 405-235-4433

Job Objective: Career in residential wiring leading to supervisory position in the construction field

Education
Anytown High School, Anytown, Yourstate 19__-19__

Progress Vo-Tech, Progressville, Yourstate 19__
Certificate: Residential Wiring, four semesters
Grade average: 3.5 on a 4.0 scale

Subjects Studied:
Vocational electricity — Two years (1,080 hours)
Algebra — Two semesters
Geometry — Two semesters
Basic drafting — Two semesters
Industrial arts woodworking — Two semesters

Student Activities:
President, Senior Class
President, VICA
Treasurer, Church Youth Fellowship Organization
Electricity Contest, First Place State, Third Place National

Work Experience:
Electrician's Helper, Jones Construction Company, Summer 19__
Counter Attendant, Hardee's, Summer 19__, Mrs. Jo Allen, Mgr.

References: (with permission)

Mr. Sammy Jones
Vocational Electricity Instructor
Progress Vo-Tech
Progressville, Yourstate 77703
1-800-555-1212

Mrs. Jerri Smith
Youth Director
Parkview Church
711 Fellowship Circle
Anytown, Yourstate 77702
1-800-555-1212

Mr. J. T. Nelson
Electrician Supervisor
Jones Construction Company
Anytown, Yourstate 77702
1-800-555-1212

ASSIGNMENT SHEET 5

SEARCHING AND APPLYING FOR A JOB

2

Name ______________________________ Score __________

OBJECTIVE 12

Write a letter of application.

INTRODUCTION

Your letter of application is your opportunity to catch the attention of a prospective employer. This brief letter lets you summarize your desire to work for a particular organization and state your qualifications for the job. Because writing requires several skills, the employer also learns about your communication ability, sense of organization, and neatness.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization

Functional Writing
- Write letters
- Write job applications

Job Search/Selection
- Locate appropriate jobs

Job Acquisition/ Development
- Write a letter of application

Cut a help wanted ad for a job related to your occupational area from the classified ad section of the local paper. Write a letter of application for the job using the following information and sample letters as a guide.

☑ **NOTE:** If you cannot type, it is recommended that you write or print neatly using blue or black ink.

1. Form and appearance
    a. Type or write neatly.
    b. Write on only one side of the paper.
    c. Avoid smudges and typographical errors.
    d. Use 8½ × 11″ white typing paper, not personal or fancy paper.
    e. Spell, capitalize, and punctuate correctly.
    f. Address and sign the letter correctly.
2. Information
    a. Write to a specific person.

        ☑ **NOTE:** Use "Personnel Director" if answering a blind ad.

b. Be brief.

  1) State the position for which you are applying.

  2) State where you heard about the job.

c. State the reason for your interest in the job.

☑ **NOTE:** Employers want persons who look for future advancement opportunities rather than just a paycheck.

d. Refer briefly to the main points on the enclosed personal data sheet which directly relate to this job.

e. Mention that the persons listed on the personal data sheet have given their permission to serve as references.

f. Request an interview at the employer's convenience.

  1) Tell where you can be reached.

  2) Enclose a self-addressed envelope and a personal data sheet.

  3) Be original in your approach.

g. Attract attention in the opening paragraph.

EXAMPLE:

Dear Mr. Money:

Have you ever wished you had an assistant who has experience in child care and directing activities with children? I might be the one.

Dear Ms. Owner:

Mr. Co-worker informed me that you are in need of a person who can handle serving food to the public. I believe that my experience and training has taught me how to serve food in a safe, sanitary, and friendly manner.

h. Do not be "silly" or "flowery."

4. End the letter properly.

☑ **NOTE:** "Sincerely yours" or "Very truly yours" is appropriate.

5. Use your permanent address for the return address, and make sure to include the current date.

6. Cover all points requested in the advertisement in exactly the order asked for, since some prospective employers make it a point of testing the applicant's ability to follow directions.

SAMPLE LETTER OF APPLICATION

Route #3
Anytown, Yourstate 77702
July 1, 19__

Mr. John Jones
Personnel Director
Jones Construction Company
Box 19
Yourtown, Yourstate 77704

Dear Mr. Jones:

Please consider me for the job of electrician's helper that you advertised in the *Daily Chronicle* on June 14. I will be graduating from Anytown High School in May, and I would like to become an electrician.

The skills I have learned in my high school vocational wiring courses should qualify me for this job. I have had experience in all of the basic skills required in residential wiring, including the safe use of power tools. A more complete description of my qualifications is given in the enclosed resume.

I would appreciate the opportunity to come to talk to you about this job opportunity at your convenience. I can be reached by telephone at 405-555-4433 after 3:30 or at the address above.

Sincerely yours,

Terry McKracken

Encl.

ASSIGNMENT SHEET 6

Name ______________________________ Score __________

OBJECTIVE 14

Complete an employment agency contract.

INTRODUCTION

Private and public employment agencies require each person to complete a contract. Practice completing and understanding contracts will help you feel confident about using an employment agency.

INSTRUCTIONS

Complete the following contract and answer the questions using the terms of the contract.

Functional Writing
- Complete forms and records

Operation and Calculation
- Round off numbers
- Calculate with decimals

Math Application
- Solve word problems

Job Acquisition/ Development
- Complete job-related applications

SAMPLE EMPLOYMENT CONTRACT

ABC EMPLOYMENT AGENCY

ABC Employment Agency provides this contract to protect you and the agency. It is very important that you read all details carefully and ask for a full explanation of any portion that is not clear to you. Our agency is bonded and licensed by the State Department of Labor.

I hereby employ the ABC Employment Agency to assist me in securing a position. I understand that I am to keep all information given to me regarding positions in strict confidence and agree to report the acceptance of a job and the results of the interviews to the ABC Employment Agency. I also understand that if any position is offered me as a result of being sent by this agency, I am obligated to the agency.

Upon acceptance of the position that was secured for me by the ABC Employment Agency I agree to pay the fee as follows:

1% of each $1,000 earned per year, not to exceed 25%.

(This fee schedule is established by state law.)

I will pay the full fee within 6 months according to the following schedule:

_____ I will pay the fee in full within 10 days of accepting the job.

_____ I will pay in two (2) equal installments.

_____ I will pay in three (3) equal installments.

_____ I will pay six (6) equal installments.

In the event this placement fee is not paid in accordance with the above, I further agree to pay reasonable attorney fees and court charges that are necessary in collecting any balance that I may owe should I become delinquent with payments.

I HAVE CAREFULLY READ THE ABOVE CONTRACT AND FULLY UNDERSTAND ITS CONTENTS AND DO AGREE TO ABIDE BY ITS CONTENTS.

____
Signature

____
Date

☑ **NOTE:** A salary of $320 per week equals $16,640 per year; 16.64%, the fee (1% of each $1,000 earned annually), is $2,788.96.

1. Using the terms in the employment agency contract on the previous page, figure the fee that would be paid for a part-time job with wages of $6.00 an hour, 23 hours per week for eight weeks.

2. a. Sometimes the company which hires a person agrees ahead of time to pay the employment agency fee for the new employee. How much would the fee be for a job which paid $900 per month?

   b. If the new employee pays the fee, how much would each installment payment be in two equal payments?

3. How much would the fee be for a job that pays $945 per month?

4. How much would the fee be for a job that pays $400 per week?

5. How much would the fee be for a job that pays $2,300.00 per month?

ASSIGNMENT SHEET 7

SEARCHING AND APPLYING FOR A JOB

2

Name ______________________ Score __________

OBJECTIVE 15

Complete a public employment agency application form.

INTRODUCTION

Your ability to follow directions is reflected in the neatness and completeness with which you fill out employment application forms. Practice completing applications will help you follow directions on similar forms when you apply for a job.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Functional Writing
- Complete forms and records

Job Acquisition/ Development
- Complete job-related applications

Complete the Oklahoma State Employment Service application form on the following pages, using the guidelines below. Use the information corresponding to your letter of application in Assignment Sheet 5. Use the information about yourself from the resume you prepared in Assignment Sheet 4. Items 19-21, 26-32, 39-44, and 46-50 would be completed by the agency if you were applying.

☑ **NOTE:** Although each business uses its own application form, general rules of preparation apply to any form.

1. Be prepared.
   a. Take a good pen with you.
   b. Take copies of your resume.
2. Look over the entire form before starting to write; do not hurry.
3. Follow directions.
   a. Note whether the information is to be printed or handwritten.
   b. Follow all directions.
4. Write clearly, neatly, and legibly.
5. Answer briefly.
6. Be honest.

7. Answer all the questions.
8. Include complete information; use your resume.
9. Recheck the application when you are finished.
10. Avoid cross-outs and obvious erasure marks.
11. Do not list restrictions to the geographical area in which you would work unless you absolutely will not consider other geographical areas.
12. Use the word "open" or "scale" for questions about minimum salary; most employers pay standardized rates and will not negotiate salary.

AUXILIARY AIDS AND SERVICES ARE AVAILABLE UPON
REQUEST TO INDIVIDUALS WITH DISABILITIES

EMPLOYMENT SERVICE APPLICATION

1. SOCIAL SECURITY NUMBER ☐☐☐☐☐☐☐☐☐	2. (Print) NAME First Middle Initial Last	B.Y.E. 7207

3. LOCAL MAILING ADDRESS	4. CITY	5. STATE	6. ZIP	7. COUNTY
8. RESIDENCE ADDRESS	9. CITY	10. STATE	11. ZIP	12. COUNTY

13. TELEPHONE NO.	14. TELEPHONE NO. (MESSAGE)	15. SEX 1 ☐ MALE 2 ☐ FEMALE	16. BIRTH DATE Mo. Day Year	17. HIGH GRADE	18. U.S. CITIZEN 1 ☐ YES 2 ☐ NO	19. STATE CODE 40	20. CNTY. CODE	21. CITY CODE	22. RACE/ ETHNIC

23. D.O.T. JOB TITLE		24. D.O.T. JOB TITLE		25. D.O.T. JOB TITLE	
26. MO. EXP.	27. OCCUPATIONAL CODE	28. MO. EXP.	29. OCCUPATIONAL CODE	30. MO. EXP.	31. OCCUPATIONAL CODE

32. DO YOU WISH TO FILE FOR UNEMPLOYMENT COMPENSATION? ☐ YES ☐ NO

Complete all items below for each job that you had~~during the last 24 months~~. Begin with the last job first. Include all periods of self-employment, part-time employment, military service, and employment with a government agency. Include all employers, regardless of State, type of work, or length of job.

33. COMPANY NAME PHONE NUMBER	REASON FOR SEPARATION	DATES WORKED						SALARY
ADDRESS	1 ☐ Lack of Work 2 ☐ Voluntary Quit 3 ☐ Discharge 4 ☐ Labor Dispute 5 ☐ Leave Without Pay 6 ☐ Still Working	FROM			THROUGH			$
CITY STATE ZIP		Mo.	Day	Year	Mo.	Day	Year	1 ☐ Hr. 4 ☐ Mo. 2 ☐ Day 5 ☐ Yr. 3 ☐ Wk. 6 ☐ Other
JOB TITLE	JOB DUTIES							

34. COMPANY NAME PHONE NUMBER	REASON FOR SEPARATION	DATES WORKED						SALARY
ADDRESS	1 ☐ Lack of Work 2 ☐ Voluntary Quit 3 ☐ Discharge 4 ☐ Labor Dispute 5 ☐ Leave Without Pay 6 ☐ Still Working	FROM			THROUGH			$
CITY STATE ZIP		Mo.	Day	Year	Mo.	Day	Year	1 ☐ Hr. 4 ☐ Mo. 2 ☐ Day 5 ☐ Yr. 3 ☐ Wk. 6 ☐ Other
JOB TITLE	JOB DUTIES							

35. COMPANY NAME PHONE NUMBER	REASON FOR SEPARATION	DATES WORKED						SALARY
ADDRESS	1 ☐ Lack of Work 2 ☐ Voluntary Quit 3 ☐ Discharge 4 ☐ Labor Dispute 5 ☐ Leave Without Pay 6 ☐ Still Working	FROM			THROUGH			$
CITY STATE ZIP		Mo.	Day	Year	Mo.	Day	Year	1 ☐ Hr. 4 ☐ Mo. 2 ☐ Day 5 ☐ Yr. 3 ☐ Wk. 6 ☐ Other
JOB TITLE	JOB DUTIES							

36. COMPANY NAME PHONE NUMBER	REASON FOR SEPARATION	DATES WORKED						SALARY
ADDRESS	1 ☐ Lack of Work 2 ☐ Voluntary Quit 3 ☐ Discharge 4 ☐ Labor Dispute 5 ☐ Leave Without Pay 6 ☐ Still Working	FROM			THROUGH			$
CITY STATE ZIP		Mo.	Day	Year	Mo.	Day	Year	1 ☐ Hr. 4 ☐ Mo. 2 ☐ Day 5 ☐ Yr. 3 ☐ Wk. 6 ☐ Other
JOB TITLE	JOB DUTIES							

37. LIST ANY COLLEGE, SPECIAL SCHOOLING, OR TRAINING, INCLUDING MILITARY

Name of School	Course	Length	Date Ended	Degree/Cert.

38. SUMMER JOB 1 ☐ Yes 2 ☐ No	39. ECON. DISAD.	40. WELFARE	41. DISLOCATED WORKER	42. JTPA	43. SFW/MIGR	44. REGISTRATION DATE Mo. Day Year	45. HT. WT.	46. ST. USE	47. ST. USE	48. FED. USE

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SOCIAL SECURITY NUMBER ☐☐☐☐☐☐☐☐☐

49. LOC. OFF.	50. STA/DESK	51. I WOULD ACCEPT WORK IN THE FOLLOWING LOCATIONS:					
		___ ___ ___	___ ___ ___	___ ___ ___	___ ___ ___	☐ YES ☐ NO	☐ YES ☐ NO
		COUNTY	COUNTY	COUNTY	COUNTY	STATEWIDE	NATIONWIDE

52. KEYWORDS

KEYWORD	NUMBER	KEYWORD	NUMBER
1.	___ ___ ___ ___ ___	6.	___ ___ ___ ___ ___
2.	___ ___ ___ ___ ___	7.	___ ___ ___ ___ ___
3.	___ ___ ___ ___ ___	8.	___ ___ ___ ___ ___
4.	___ ___ ___ ___ ___	9.	___ ___ ___ ___ ___
5.	___ ___ ___ ___ ___	10.	___ ___ ___ ___ ___

53. SPECIAL CONSIDERATIONS

(Completion of this block is voluntary. If you do not complete the block, you will not be subjected to adverse treatment, nor will the provision of service by the Oklahoma State Employment Service be affected. The information is kept confidential and used only for recordkeeping, affirmative action requirements, and to insure eligibility for special services and referral priority for disabled veterans.)

DISABILITY CODE: ___________

54. ADDITIONAL INFORMATION

LIST OTHER SKILLS, ABILITIES, COMMENTS, TOOLS, EQUIPMENT, MACHINES, OR WORK HISTORY: ___________

55. IF NEDED FOR WORK, DO YOU HAVE

1 ☐ Class A
2 ☐ Class B
3 ☐ Class C
4 ☐ Class D
5 ☐ Tools
6 ☐ Auto

56. IN ADDITION TO FULL TIME, WOULD YOU BE WILLING TO WORK

Temporary	Part-Time	2nd Shift	3rd Shift	Rotating Shift
☐	☐	☐	☐	☐

57. SALARY REQUIRED

$ ___________ Hourly

58. JOB READINESS

A. IF OFFERED EMPLOYMENT, COULD YOU BEGIN TODAY? ☐ YES ☐ NO

B. IF NOT, WHY? ___________

C. IF NOT, WHAT DATE WILL YOU BE AVAILABLE? ___________

59. MATCHING ☐ YES ☐ NO

60. SCREEN FOR SPECIAL PROGRAMS ☐ YES ☐ NO

61. SPECIAL PROGRAMS ELIGIBILITY

THE FOLLOWING QUESTIONS ARE USED TO DETERMINE ELIGIBILITY FOR SPECIAL PROGRAMS IN EMPLOYMENT AND TRAINING. YOUR RESPONSES ARE VOLUNTARY AND WILL BE KEPT CONFIDENTIAL.

A. ARE YOU CURRENTLY PARTICIPATING OR HAVE YOU IN THE LAST FIVE YEARS PARTICIPATED IN A VOCATIONAL REHABILITATION PLAN? _______

B. DO YOU CONSIDER YOUR INCOME TO BE BELOW POVERTY LEVEL? ___________

FAMILY INCOME *(Last 6 Months)*	FAMILY SIZE	CASE NAME	AFDC CASE NO.
$ ___________			

62. MILITARY SERVICE

VETERAN/ OTHER ELIGIBLE	REC. SEP. VET	MILITARY SERVICE	TYPE DISCHARGE
		ENTERED ___________ *(Date)* RELEASED ___________ *(Date)*	___________
	SMOCTA	ENTERED ___________ *(Date)* RELEASED ___________ *(Date)*	___________

EQUAL OPPORTUNITY EMPLOYER/PROGRAM

Name ____________________ Score ________

OBJECTIVE 17 **Complete a sample employment test.**

INTRODUCTION

Some places of business in which you might apply for work may require you to take an employment test. Subject areas which might be covered on employment tests include vocabulary, grammar, math, spelling, reading comprehension, reasoning, filing, comparison, skills (typing, shorthand, transcription), proofreading, and some psychological items.

Tips for doing well on such tests include:

- Take a few deep breaths before beginning the test.
- FOLLOW DIRECTIONS, such as "circle," "underline," or "print."
- Follow specifically any instructions, such as using a special pencil or checking only one answer.
- WRITE or PRINT CLEARLY.
- If you do not understand something, ask before the test begins.
- Go through the test in order marking answers carefully.
- Answer the easiest questions first; do not spend a lot of time on one question.
- Recheck your answers if you finish early. Make sure the test number matches the number on the answer sheet.

☑ **NOTE:** Ask to move if the sun is going to be in your eyes or if you are sitting in a draft and let the tester know if you cannot hear directions.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Functional Writing
- Complete forms and records

Math Application
- Solve word problems
- Select/apply mathematical procedure

Job Acquisition/ Development
- Complete job-related applications

The following employment test has fifty-five questions. Answer each question as carefully and completely as possible. Be sure to follow the specific directions for each section.

Each question below gives several suggested spellings for a word. Decide which spelling is correct and circle the letter preceding that word.

1. a. Propposal
   b. Propossal
   c. Proposal
   d. Proposssal
   e. None of these

2. a. Bookeeping
   b. Bookepping
   c. Bookkeping
   d. Bookkeeping
   e. None of these

3. a. Iteniary
   b. Itinerary
   c. Inenerary
   d. Itenirary
   e. None of these

4. a. Conferance
   b. Conference
   c. Confference
   d. Conferience
   e. None of these

5. a. Transferrable
   b. Transferable
   c. Transfferable
   d. Transferible
   e. None of these

In the following sentences, circle the word which makes the sentence correct.

6. You should (of, have) participated in the promotion.

7. It (will, won't) take but a minute.

8. He is (confidant, confident) that you will enjoy the play.

9. I would (advice, advise) her to stay in London another week.

10. The documentary contained more than (thirty, 30) pages of directions.

Punctuate correctly the following sentences:

11. The reference book Charm and Poise for Getting Ahead is now available at Martins Book Store.

12. Examinations will be given for a number of different positions for example typist and general clerk secretary office manager and bookkeeper

13. The meeting is now scheduled for December 12 1998.

14. Our district manager Mr Carther will call on you

15. He said I appreciate the trouble you have gone through to get me elected gentlemen but you cant tell me how to vote in this election

Solve each of the following problems and circle the letter preceding the correct answer.

16. Which number in the following group of numbers represents the smallest amount?

    a. 3

    b. 1

    c. .95

    d. 732

    e. .05

17. Subtract: 150.07 – 2.3 =

    a. 147.77

    b. 148.04

    c. 149.84

    d. 157.77

    e. None of these

18 Find: 6% of 600.20 =

a. $36.00

b. $36.05

c. $360.01

d. $75.00

e. None of these

19. What number is missing from the series?

67 59 51 43 __ 27

a. 38

b. 37

c. 34

d. 35

e. None of these

20. Five pounds of paper sells for $2.00. How many pounds can you buy for 80 cents?

a. 3

b. 1½

c. 2

d. 4

e. None of these

Write the following amounts in words.

21. $273.75 ____________________

22. 61⅓ ____________________

23. $90\frac{10}{16}$ ____________________

24. 100% ____________________

25. $6,372.15 ____________________

Below are ten pairs of names and numbers. If the two sets are exactly the same, circle, the "S;" if they are different, circle the "D."

EXAMPLE: A. A. Glensen — A. H. Glensen S [✓ D]
Martin Matthews — Marline Matthews S [✓ D]
Newton Domestics — Newton Domestics [✓ S] D

26. Gurney Bascombe — Garney Bascombe S D

27. Robert's Florals — Roberta's Florals S D

28. M. N. Wojciechowsi — M. N. Wojciechowski S D

29. Paul J. Siegelman — Paul J. Siegelman S D

30. Williams, Owens, & Scott — Williams, Owens, & Scott S D

31. Liebster & Liebsten — Liebsten & Liebsten S D

32. Groves & Oppenhiemer — Groves & Oppenheimer S D

33. A376-5972147 — A376-59772147 S D

34. AV-372249576 — AV-3724295676 S D

35. P. F. DeSimone — F. P. DeSimone S D

Proofread the paragraphs below and punctuate. Circle spelling errors and make any other additional corrections as necessary, such as deleting words, underscoring, moving words, etc., to create grammatically correct paragraphs.

36-50.

In planning your new office you have probably acumulated a great deal of up to date information on the subject of carpeting. Something you may not have considered in detale however is the use of decorative tiles as attractive flooring thruout your office This is a question which should be considered seriously. When you decides to design a dream office, the idea that tiling can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles--you have no idea of the unusual affect that some of these patterns may have in office styling.

In each of the following problems, select the names that would be first if the names were arranged in alphabetical order. Circle the letter preceding that name.

51.
- a. Victor Gongala
- b. Anita Dubcheick
- c. Martha Carter
- d. Carol Eisler
- e. Carl Schwartz

52.
- a. Top Quality Motel
- b. The 201 Cleaners
- c. T. A. Tremont
- d. Wilkins Market
- e. The Victory Corp.

53.
- a. S. James Santos
- b. San Francisco Tools, Inc.
- c. S. A. Sampler
- d. Sands Aircraft Co.
- e. San Diego Suppliers

54.
- a. Elizabeth Barnes
- b. Allen E. Bates
- c. Anna Benson
- d. AA Products
- e. Andrew Jamisen

55.
- a. P. C. Payton
- b. The Skyline Corp.
- c. T. G. Products, Inc.
- d. Lawson's Hotel
- e. Alice Payne

WRITTEN TEST

SEARCHING AND APPLYING FOR A JOB

2

Name ______________________ Score __________

OBJECTIVE 1

Match terms associated with searching and applying for a job to their correct definitions. Write the correct letters in the blanks.

A. blind ad
B. application form
C. classified ads
D. job lead
E. resume
F. employment wanted ad
G. help wanted ad
H. references

____ 1. Individuals who know you and are willing to offer comments on your behalf

____ 2. An information sheet given to you to fill out asking questions about you, your education, and your work experience

____ 3. A brief written summary of your personal information and your job qualifications

____ 4. Information about a possible job opening; an indication or a clue about a job

____ 5. Advertisement placed in the help wanted section of the classified ads that does not identify the company placing the ad

____ 6. Advertisement placed in the newspaper by an individual seeking employment

____ 7. Advertisement placed in the classified section of the newspaper requesting applicants for job offerings

____ 8. A listing of many different kinds of advertisements

May be photocopies for student use.

OBJECTIVE 2

Select from a list factors to consider in finding a suitable job. Write an "X" before correct factors.

____ 1. List your basic job skills.

____ 2. List the occupations of your relatives.

____ 3. Analyze the jobs available to find specific skills and rates of accuracy required.

____ 4. Match personal skills to those required for specific jobs.

____ 5. Apply only for jobs in the upper salary range.

____ 6. Decide your future goals.

____ 7. Consider other factors such as working conditions, salary, fringe benefits, and job mobility.

____ 8. Enlist someone to call about jobs for you.

____ 9. Examine your interests.

____ 10. Look only for jobs that your friends do.

____ 11. List your specific job skills.

OBJECTIVE 3

List sources for finding a job. Write six sources in the blanks.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 4

Evaluated on Assignment Sheet 1.

May be photocopies for student use.

OBJECTIVE 5

List the documents necessary to take when applying for a job. Write six documents in the blanks.

- ____________________ • ____________________
- ____________________ • ____________________
- ____________________ • ____________________

OBJECTIVE 6

Select from a list true statements about social security. Write a "T" before true statements.

____ 1. You must prove your age before applying.

____ 2. A letter from your parent stating your date of birth is proof of your age.

____ 3. A report card or school record will serve as proof of identity.

____ 4. All children must have a social security number by the age of ten.

____ 5. Carry the top part of your social security card with you.

OBJECTIVE 7

Evaluated on Assignment Sheet 2.

OBJECTIVE 8

Evaluated on Assignment Sheet 3.

OBJECTIVE 9

List types of information which should be included in a resume. Write five types of information in the blanks.

- ____
- ____
- ____
- ____
- ____

May be photocopies for student use.

OBJECTIVE 10 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 11 **Discuss the correct content and form of a letter of application.** Include four specific considerations.

OBJECTIVE 12 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 13 **List guidelines for filling out an application form.** Write five guidelines in the blanks.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 14 **Evaluated on Assignment Sheet 6.**

May be photocopies for student use.

OBJECTIVE 15 **Evaluated on Assignment Sheet 7.**

OBJECTIVE 16 **List types of employment tests.** Write three types in the blanks.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 17 **Evaluated on Assignment Sheet 8.**

May be photocopies for student use.

ASSIGNMENT SHEETS

OBJECTIVE 4

Assignment Sheet 1

1. a. Drilling/completion engineer
   b. 5+ years experience
   c. Dakota Resources, Inc. of Denver, CO
   d. Robert P. Jones, Jr.

2. a. Clerical—Administrative Assistant
   b. Telephone skills plus work experience; WordPerfect
   c. $18,000 plus bonus plus profit sharing
   d. Prospective employer

3. a. $3.75 per hour (after training)
   b. Food service: bus tables, take orders, serve customers
   c. Evenings and weekend hours
   d. Go in person from 2-5 p.m. to 5220 S. Main

4. a. Receptionist-clerical—Junior Executive Secretary
   b. Not stated
   c. Pleasant personality and computer skills
   d. Not stated; probably the job seeker

5. a. Not stated
   b. Minimum wage (hourly rate)
   c. Equal opportunity employer
   d. Go in person to 4710 East 51st

6. a. Part-time
   b. Master's degree in mathematics and teaching experience
   c. By mail to person or address listed
   d. Letter of application, resume, transcripts, and letters of recommendation

7. a. 3-4 hours per night Monday through Friday
   b. Paid holidays
   c. Not stated, want mature married men
   d. Call for appointment, 555-1197

OBJECTIVE 7

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 8

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

OBJECTIVE 10

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

OBJECTIVE 12

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

OBJECTIVE 14

Assignment Sheet 6

1. $12.19
2. a. $1,166.40
   b. $583.20
3. $1,285.97
4. $4,326.40
5. $6,900.00 (25%)

OBJECTIVE 15

Assignment Sheet 7

Evaluated to the satisfaction of the instructor

OBJECTIVE 17

Assignment Sheet 8

1. c
2. d
3. b
4. b
5. b
6. have
7. will
8. confident
9. advise
10. thirty
11. The reference book *Charm and Poise for Getting Ahead* is now available at Martin's Book Store.

12. Examinations will be given for a number of different positions, for example, typist and general clerk, secretary, office manager, and bookkeeper.
13. The meeting is now scheduled for December 12, 1998.
14. Our district manager, Mr. Carther, will call on you.
15. He said, "I appreciate the trouble you have gone through to get me elected, gentlemen, but you can't tell me how to vote in this election."
16. e
17. a
18. a
19. d
20. c
21. Two hundred seventy-three dollars and seventy-five cents
22. Sixty-one and one-third
23. Ninety and ten-sixteenths
24. One hundred percent or 100 percent
25. Six thousand three hundred seventy-two dollars and fifteen cents
26. D
27. D
28. D
29. S
30. S
31. D
32. D
33. D
34. D
35. D

36-50. Answers may vary.

In planning your new office, you have probably acumulated a great deal of up-to-date information on the subject of carpeting. Something you may not have considered in detale however, is the use of decorative tiles as attractive flooring thruout your office.

This is a question which should be considered seriously. When you decides to design a dream office, the idea that tiling can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles, you have no idea of the unusual affect that some of these patterns may have in office styling.

accumulate detail throughout

decide complement patterns effect

51. c
52. b
53. c
54. d
55. d

WRITTEN TEST

OBJECTIVE 1

1. H
2. B
3. E
4. D
5. A
6. F
7. G
8. C

OBJECTIVE 2

1, 3, 4, 6, 7, 9, 11

OBJECTIVE 3

Answers should include any six of the following:

- School counselors and placement services
- Friends, family, and acquaintances
- Newspaper classified ads
- Public and private employment agencies
- Government offices
- Direct calls
- Employment offices of private business firms
- Window signs

OBJECTIVE 4

Evaluated on Assignment Sheet 1.

OBJECTIVE 5

Answers should include any six of the following:

- Social security card
- Birth certificate
- Driver's license
- Work permit
- Two copies of your resume and references
- Letters of recommendation
- Samples of your work

OBJECTIVE 6

1, 3, 5

OBJECTIVE 7

Evaluated on Assignment Sheet 2.

OBJECTIVE 8

Evaluated on Assignment Sheet 3.

OBJECTIVE 9

Answers should include any five of the following:

- Personal data
- Career objective
- Work experience
- Education background
- Personal skills and qualities
- Honors and activities
- References

OBJECTIVE 10

Evaluated on Assignment Sheet 4.

OBJECTIVE 11

Answers should include at least four of the following:

- The letter should be brief, not more than three or four paragraphs.
- The first paragraph should identify the job and how you learned about it.
- The second paragraph should state your educational experience and your qualifications and abilities related to this job.
- The last paragraph should request an interview at employer's convenience and give information about when and how you can be reached.
- The letter should be typed, if possible.
- The letter should be neat with correct spelling.

OBJECTIVE 12

Evaluated on Assignment Sheet 5.

OBJECTIVE 13

Answers should include any five of the following:

- Always read the entire application before beginning to fill in the blanks.
- Follow ALL directions and instructions.
- Be neat.
- Answer all the questions even if they do not apply by either writing NA or drawing a short line through the blank.
- Know ahead of time what position you want.
- Always double check the form to be sure every question has been answered.

OBJECTIVE 14	**Evaluated on Assignment Sheet 6.**
OBJECTIVE 15	**Evaluated on Assignment Sheet 7.**
OBJECTIVE 16	Answers should include any three of the following: • Performance tests • Aptitude tests • Personality tests • Civil service tests
OBJECTIVE 17	**Evaluated on Assignment Sheet 8.**

OBJECTIVE SHEET

INTERVIEWING FOR A JOB

3

INTRODUCTION

Surveys show that people form their impression of you in the first 90 seconds after meeting you and that first impressions are very hard to change. Because your appearance, your greeting, and your actions help create that impression, it is important that you approach interviews prepared. This requires looking your best, knowing as much as possible about the company and the interview process, and feeling ready to present yourself in a positive, confident manner.

UNIT OBJECTIVE

After completing this unit, the student will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with the job interview process to their correct definitions.
2. List personal characteristics an employer looks for during an interview.
3. Discuss guidelines for dressing for an interview.
4. Distinguish between information to be obtained before and during an interview.
5. Determine specific information about a company. (Assignment Sheet 1)
6. Arrange in order steps in preparing for an interview.
7. Select from a list recommended interviewing practices.
8. Make an appointment by telephone for a job interview. (Assignment Sheet 2)
9. Participate in a job interview. (Assignment Sheet 3)
10. Evaluate an interviewer's reaction. (Assignment Sheet 4)
11. Write a follow-up letter and make a follow-up telephone call after interviewing for a job. (Assignment Sheet 5)

SUGGESTED ACTIVITIES

INTERVIEWING FOR A JOB

3

PREPARATION

- Review the unit and plan your presentation.

- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.

- Review the teaching suggestions, and plan classroom activities.

- Determine how you will schedule time for students to demonstrate competence in the required procedures.

- Order materials to supplement the unit.

- Order videos.

- Invite guest speakers.

☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with the job interview process to their correct definitions.

- Use Information Sheet, objective 1 to discuss terms and definitions associated with a job interview.

Objective 2: List personal characteristics an employer looks for during an interview.

- Ask the students what kind of person they would like to hire if they were an employer. List the qualities suggested on the board.

- Compare the student's suggestions with the list in Information Sheet, objective 2 of personal characteristics an employer looks for during an interview.

- Have the students share their interview experiences with the class.

Objective 3: Discuss guidelines for dressing for an interview.

- Use Information Sheet, objective 3 to discuss guidelines for dressing appropriately for a job interview.

- Have the students complete Supplement 1.

Objective 4: Distinguish between information to be obtained before and during an interview.

- Use Information Sheet, objective 4 to help the students distinguish between information they should find out for themselves and information they can expect the interviewer to supply.

Objective 5: Determine specific information about a company. (Assignment Sheet 1)

- Have the students complete Assignment Sheet 1.

Objective 6: Arrange in order steps in preparing for an interview.

- Remind the students that if they are prepared for an interview, they will be calmer and the interview will go more smoothly.

- Use Information Sheet, objective 6 to discuss how to prepare for a job interview.

Objective 7: Select from a list recommended interviewing practices.

- Use Information Sheet, objective 7 to discuss guidelines for participating successfully in a job interview.

- Provide the students with Supplement 2 and discuss possible effective answers to typical interview questions. Also discuss the issue of refusing to answer or planning how to answer personal questions which by law an applicant is not required to answer.

- Have two students rehearse the script in Supplement 3 and present the sample job interview in front of the class. Have other students point out ways the applicant followed the Information Sheet guidelines.

Objective 8: Make an appointment by telephone for a job interview. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2.

Objective 9: Participate in a job interview. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3.
- Provide copies of Assignment Sheet 3 so the students can evaluate their partner's as well as their own performance.
- If time allows, duplicate additional copies of Assignment Sheet 3 for the students to use in evaluating individual interviews before the class or videotapes.

Objective 10: Evaluate an interviewer's reaction. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

Objective 11: Write a follow-up letter and make a follow-up telephone call after interviewing for a job. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.

- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Daggett, Willard R. *The Dynamics of Work*. Dallas: Southwestern Publishing Company, 1991.

- Fry, Ron. *101 Great Answers to the Toughest Interview Questions*. Hawthorne, NJ: The Career Press, 1991.

- Kelly, Joan M. and Voltz-Patton. *Career Skills*. Blacklick, OH: Glencoe Publishing Company, 1991.

- Kimbrell, Grady and Ben S. Vineyard. *Succeeding in the World of Work*. Blacklick, OH: Glencoe Publishing Company, 1992.

- Littrell, J. J. *From School to Work: A Cooperative Education Book*. South Holland, IL: Goodheart-Willcox Company, 1991.

- Medley, H. Anthony. *Sweaty Palms: The Neglected Art of Being Interviewed*. Berkeley, CA: Ten Speed Press, 1984.

- Roark, Jennifer. *Foundations for Living I*. Stillwater, OK: Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1989.

- Yate, Martin. *Knock 'Em Dead with Great Answers to Tough Interview Questions*. Holbrook, MA: Bob Adams, Inc., 1992.

Electronic Media

- *Poise and the Art of Job Interviewing.* 1988, 35 minutes. Bennu Productions, Inc., 165 Madison Avenue, New York, New York 10016.

INFORMATION SHEET

INTERVIEWING FOR A JOB

3

OBJECTIVE 1

Match terms associated with the job interview process to their correct definitions.

- **applicant** — person applying for a job
- **equal opportunity employer** — employer making a special effort to ensure that no form of discrimination is practiced

  EXAMPLE: Employer does not discriminate on the basis of age, sex, race, or creed.
- **extracurricular activities** — clubs, organizations, sports, social or church groups in which one participates
- **fringe benefits** — goods or services provided by an employer in addition to regular wages or salaries

  EXAMPLE: Vacations, leave, insurance benefits, bonuses, uniforms
- **interview** — meeting of an employer and a job applicant for evaluation and questioning
- **legible** — capable of being read; clear
- **portfolio** — binder containing a collection of letters, pamphlets, or drawings that depicts an individual's type of work or accomplishments

  EXAMPLE: Photographs, art, writing, advertising
- **qualifications** — experience, education, and physical characteristics that suit a person to a job
- **vocational preparation** — any vocational courses and skills learned in high school, vocational school, or through work experience

OBJECTIVE 2

List personal characteristics an employer looks for during an interview.

- Enthusiasm and interest

- Dedication and dependability
- Alertness, quickness of mind
- Honesty and integrity
- Desire to work
- Desire to help others
- Desire to improve oneself
- Knowledge of tasks required in the position

OBJECTIVE 3 **Discuss guidelines for dressing for an interview.**

☑ **NOTE:** It is very important that the applicant make the best impression possible from the *beginning* of the interview. Most interviewers form an opinion within the first 90 seconds of the interview.

- Dress to fit the job for which you are applying.

  ☑ **NOTE:** Dress better for the interview than you normally would for a day on the job.

- Select clothing that becomes you.

  ☑ **NOTE:** Consider colors, patterns, fabrics, and suitable styles for your shape and body structure.

- Dress conservatively.

  ☑ **NOTE:** Avoid wearing high-fashion items or the newest fads.

  EXAMPLE: Wear simple jewelry, natural-looking makeup; avoid strong colognes or aftershaves; avoid wearing sunglasses during the interview.

- Be modest and well-groomed.

  EXAMPLE: Clean, simple styled hair, clean and neatly trimmed nails and facial hair, buttoned shirt/ blouse; fashionable but modest skirt length; well-fitting clothes (not too tight); polished shoes

OBJECTIVE 4

Distinguish between information to be obtained before and during an interview.

- Before a job interview:

  ☑ **NOTE:** It is important to learn all that you can about a company before your job interview. This information will help you ask the right questions during the job interview, which will improve your chances of getting the job you want.

    - Products the company makes or services it renders
    - How long the company has been in business
    - If the company has expanded its business or changed its operation
    - Name, position, and title of the person who will be conducting the interview
    - How to pronounce the interviewer's name
    - Typical salary for this type of job

- During a job interview:

    - Working conditions

      EXAMPLE: Hours of work, pay period, dress regulations, unions and professional organizations you may be expected to join, hiring policies

    - Security and safety precautions
    - Public relations

      EXAMPLE: Relations among company employees and the public

    - Salary or wages
    - Fringe benefits
    - Seniority
    - Opportunity for advancement

OBJECTIVE 5

Complete Assignment Sheet 1.

OBJECTIVE 6

Arrange in order steps in preparing for an interview.

1. Obtain employment application forms.
2. Prepare a resume and a letter of application.
3. Complete employment application forms.

   ☑ **NOTE:** Sometimes you will fill out an application at the place of the interview.

4. Mail resume, letter of application, and application forms.
5. Respond immediately and courteously to requests for interviews.

   ☑ **NOTE:** Some classified ads ask that you call to arrange an interview.

6. Prepare questions about the job and the employer.

   ☑ **NOTE:** Write these questions in a small notebook.

OBJECTIVE 7

Select from a list recommended interviewing practices.

☑ **NOTE:** Your behavior before, during, and after your interview will strongly influence the impression that you make. The following practices will help you "sell yourself" during the interview.

- Prepare for the interview.
- Take the necessary documents.
- Take a pen and a small notebook.

  ☑ **NOTE:** The notebook you take should be the same one that contains your prepared interview questions.

- Arrive early for the interview.

- Go to the interview alone unless otherwise requested.

  ☑ **NOTE:** Occasionally, you may be asked to bring your spouse.

- Introduce yourself to the receptionist or secretary and the interviewer; state the purpose of your visit.
- Greet by name the person who will interview you.

  ☑ **NOTE:** Be sure to pronounce the name correctly.

- Shake hands if the interviewer extends the offer.

  ☑ **NOTE:** Make sure that your handshake is firm.

- Sit down when and where the interviewer indicates that you should.
- Sit quietly until the interviewer begins the interview.
- Try not to show nervousness.

  ☑ **NOTE:** Keep hands clasped in lap, if necessary, to keep them motionless.

- Maintain good posture.
- Maintain eye contact with the interviewer.
- Listen carefully.

  ☑ **NOTE:** This will enable you to answer the questions directly.

- Do not smoke or chew gum.
- Show a real interest in the job for which you are interviewing.
- Use good manners.

  ☑ **NOTE:** Be courteous. Say "thank you" for the services and attention given to you. Have a ready smile and friendly attitude.

- Be brief, positive, and honest when answering questions.

  ☑ **NOTE:** You should explain your answers fully. It is usually necessary to explain "yes" or "no" answers.

- Avoid using slang and offensive language.
- Be ready to talk about individual work experiences and special skills.
- Discuss the positive aspects about yourself, not negative aspects of others or previous companies.
- Wait until the end of the interview to ask questions you have concerning the job.

  EXAMPLE: When you will be notified, whether you must return

- Politely thank the interviewer for his or her time and consideration.
- Offer to provide the interviewer with any additional information.
- Be ready to take a performance test.

  EXAMPLE: Shorthand, writing, typing

- Develop and use a pleasant speaking voice.
- Follow-up the interview with a letter thanking the interviewer for interviewing you.

OBJECTIVE 8 **Complete Assignment Sheet 2.**

OBJECTIVE 9 **Complete Assignment Sheet 3.**

OBJECTIVE 10 **Complete Assignment Sheet 4.**

OBJECTIVE 11 **Complete Assignment Sheet 5.**

Personal Grooming Checklist

INSTRUCTIONS

Rate yourself on the following items that are applicable to you. Give yourself four (4) points for each "Always," two (2) points for each "Sometimes," and no (0) points for each "Never." When you have completed the form, total the score and compare your rating with the rating scale provided.

	Always	Some-times	Never
1. Do you wear clothes that are appropriate for the occasion?			
2. Are your clothes clean and pressed?			
3. Is your hair neat, clean, and becomingly styled?			
4. Do you wear clean socks and underwear daily?			
5. Are your shoes shined and in good repair?			
6. Are your clothes free of spots, missing buttons, or split seams?			
7. Do you brush your teeth at least twice a day?			
8. Are your fingernails clean and trimmed?			
9. Do you keep your body clean and use a deodorant daily?			
10. Are you clean shaven?			
11. Do you wear a minimum of makeup that is in good taste?			
Total points			

Rating Scale:

34 - 40	You meet business standards.
26 - 33	An employer grudgingly tolerates you.
Below 26	Better get to work on your appearance.

May be photocopied for student use.

Consider Interview Questions

INTRODUCTION

The following are some questions that you might be asked when you are applying for various jobs. Keep this supplement to review before going for any actual interviews.

☑ **NOTE:** Questions about your personal life may not legally be asked. In fact, it is illegal for an employer to ask your maiden name or your father's surname if you are a female applicant; your marital status; who lives with you; the church you attend or the name of your spiritual leader; how many children you have, their ages, or who will care for them while you are at work; whether you own or rent your residence; whether you have ever had your wages garnisheed; and whether you have ever been arrested. Many interviewers, however, particularly in smaller businesses, ask such questions. Whether or not you choose to answer the questions depends on how badly you want the job.

INSTRUCTIONS

Review the following questions. Why do you think each question might be asked?

- Where do you go to school? When will you graduate?
- Do you (did you) earn any of your own expense money while in school?
- Why did you leave your previous job(s)?
- What did you like best and what did you like least about your classes?
- What books have you read lately? What are your favorite magazines?
- Are you in good health?
- What do you expect to be doing five or ten years from now? What is your chosen field of work?

May be photocopied for student use.

- At what salary do you expect to start?
- What are some of your special abilities? What skills do you possess? What tools or equipment can you operate?
- How would you rate your training for this job? Very good? Fair?
- Do you require attention? Does criticism disturb you?

  ☑ **NOTE:** These questions are usually asked in a more subtle and indirect way.

- What motivates you?
- Would you be willing to relocate?
- What size city do you prefer?
- Have you saved any money?
- Define *cooperation.*
- What job with our company would you choose if you were entirely free to do so?
- Would you be willing to submit to a drug test?

Remember: You never get a second chance to make a good first impression. Getting a job is a job.

May be photocopied for student use.

Sample Job Interview

Two students may rehearse this script and read it in front of the class to show how an interview might be conducted.

INTRODUCTION

The more experience you can gain interviewing, the more confident you will feel when the right job is available. Practice, such as in mock interviews, is one way to help prepare you for the variety of questions and situations that will occur when you meet prospective employers.

Follow the instructions given to you, either role-playing the scenario or listening to and observing classmates who role-play it. In either case, be prepared to comment about the impression the applicant and the interviewer each create.

INSTRUCTIONS

A = Applicant I = Interviewer

A (Enters room, pauses, smiles, and approaches Ms. Jones, whose hand is extended. They shake hands.) Hello, Ms. Jones, I'm Joe Hunter, and I am applying for the job of meat wrapper which you advertised in Friday's *Daily Press*.

I Hello, Mr. Hunter. Won't you have a seat?

A Thank you. I have a resume which may be helpful to you. (Hands Ms. Jones the resume and sits down.)

I This is a very well prepared data sheet. Well, Joe, tell me about yourself.

A I'm a junior at Anytown High School where I'm enrolled in vocational home economics education. I'm interested in working in a business like yours while going to school and after I graduate. My older brother works in a related business in Big City, and I think there are a lot of future opportunities in this field.

May be photocopied for student use.

I Joe, have you had any work experience or are you currently working anywhere?

A Yes, I am working as a courtesy clerk for Mady's Meat Market. I am responsible for keeping the check out area clean and well stocked with sacks as well as carrying groceries for the customers. I have also done odd jobs for my relatives and neighbors.

I What do you think you have learned from your job at the meat market?

A Probably the most important thing I have learned is how to deal with customers.

I What kind of person is your employer and how do you get along?

A My employer has several good qualities. He offers very good service to the customers, and we get along well.

I Why do you want to leave?

A I feel there would be more opportunity for me to develop the skills necessary to reach my occupational objective in a business such as yours.

I How did you get the job at the meat market?

A A friend of mine who used to work there recommended me as his replacement.

I When would you be able to start and what hours could you work?

A I could start work as soon as I give my present employer two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on week-ends and holidays.

May be photocopied for student use.

I In which school activities are you involved this year?

A I am a member of the FHA, student council, and glee club. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.

I Do you have any financial obligations, such as a car payment?

A No, Ms. Jones.

I Have you ever had any difficulty with the police other than a traffic violation?

A No.

I How much do you expect to earn?

A I understand from some of the other employees that a person may begin at the minimum wage and advance with time and experience.

I That's right. Here is a brochure explaining our pay scale and other benefits.

A Thank you.

I Thank you for talking to us. We will let you know about the job soon.

A (Stands) Thank you for your time, Ms. Jones. Have a good day. (Shakes hands and leaves.)

May be photocopied for student use.

ASSIGNMENT SHEET 1

INTERVIEWING FOR A JOB

3

Name ______________________________ Score __________

OBJECTIVE 5

Determine specific information about a company.

INTRODUCTION

Before interviewing for a job, it is important to learn all that you can about the company and the job for which you are applying. The information that you obtain will help you ask and answer questions intelligently during the interview. Your chances of getting the job will be greatly improved if you have done your "homework" before the interview.

INSTRUCTIONS

Use the information contained in this unit as well as from other resources to complete this assignment. You may use the back of this page to complete the assignment if additional space is needed.

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Write job applications

1. List facts which you should learn about a company when you are applying for a job.

____

____

____

____

____

____

____

____

____

____

____

____

2. Select a company in your area or any company for which you might want to work:

Name of company ______________________________

Assume that you are to go in for an interview. You are asked the question, "Why do you want to work for us?" Obtain up-to-date information concerning this company which would help you to answer this question. Prepare a written response.

☑ **NOTE:** Information can be obtained through the company's advertisements, articles in the news media, and employees. Ask acquaintances about this company.

ASSIGNMENT SHEET 2

INTERVIEWING FOR A JOB

3

Name ______________________________ Score __________

OBJECTIVE 8

Make an appointment by telephone for a job interview.

INTRODUCTION

Making an appointment by telephone does two things. First, it shows that you are interested in saving the employer time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer.

INSTRUCTIONS

Cognitive Activities
- Evaluate results/outcomes

Job Acquisition/ Development
- Apply business etiquette
- Practice good personal presentation
- Develop self confidence/esteem

1. Steps in making an appointment by telephone:
   a. Plan what you are going to say before you call.
   b. State your name and reason for calling.

      EXAMPLE: "Hello, this is Terry McKracken. I'm calling about your ad for an electrician's helper in last night's paper. May I have an appointment for an interview?"

   c. Ask when would be the best time for you to come for the interview.
   d. Record the day, time, and place of the interview, and find out the name of the person who will be conducting the interview.
   e. Thank the receptionist for helping.
2. Things to remember when calling for an appointment:
   a. Keep the receptionist on your side; the receptionist is there to help you.

      ☞ **NOTE:** The receptionist is sometimes asked to evaluate applicants.

   b. Do not ask over the telephone how much the job pays.
   c. Be polite and courteous.

      ☞ **NOTE:** Remember that this call is the first contact you may have with the firm. Make the first impression a good one.

d. Ask if you should pick up an application blank or if one will be sent to you before the interview.

Now that you have read the correct ways to arrange for a job interview, select a partner and role-play a situation where you make an appointment by telephone. Have your partner use the following checklist to evaluate your performance.

	Yes	No
• Was prepared before calling?	___	___
• Spoke concisely and pleasantly?	___	___
• Immediately identified him- or herself?	___	___
• Immediately stated reasons for calling?	___	___
• Asked the best time for an appointment with the employer?	___	___
• Was courteous and friendly?	___	___
• Asked about picking up an application blank or having an application blank sent prior to the interview?	___	___
• Thanked the receptionist?	___	___
• Made a record of the interview date, hour, place, and the name of the interviewer?	___	___

ASSIGNMENT SHEET 3

INTERVIEWING FOR A JOB

3

Name ______________________________ Score __________

OBJECTIVE 9

Participate in a job interview.

INTRODUCTION

Playing the role of the interviewer will help you understand the importance of an applicant's appearance, confidence, responses, and questions. Playing the role of the applicant will help you critique your skills so you can improve them for future interviews.

INSTRUCTIONS

Now that you are prepared for an interview, team up with another student in class. Assume the roles of interviewer and applicant and then switch so each of you gets to play both roles. Apply for the job you now have or for one you would like to have. You may want to use the want ad in a local newspaper to find jobs that are available. Ask your teacher for a copy of this form so you can also evaluate your classmate.

Research and Reference
- Select useful resources

Teamwork/Cooperative
- Give/receive feedback

Job Search/Selection
- Locate appropriate jobs

Job Acquisition/ Development
- Interview for a job
- Apply business etiquette
- Practice good personal presentation
- Deal effectively with professional colleagues/associates

JOB INTERVIEW EVALUATION FORM

Preparing for the Interview	Yes	No
1. Were you clean, well-groomed, and neat?	___	___
2. Did you wear appropriate clothes and shoes for the type of job for which you were applying?	___	___
3. Did you take an ink pen and resume with the information you might need about your social security number, references, addresses, dates employed, and dates you attended school?	___	___
4. Did you go alone, not taking parents, children, spouse, or friends with you?	___	___
5. Were you on time for the interview?	___	___
6. Did you know the name and title of the interviewer?	___	___

Yes No

7. Did you know pertinent facts about the company, such as the name, what kind of business, products and services, what are the reasons you want to work there, how old the company is, and where the plants, offices, or stores are located? ___ ___

8. Were you prepared with appropriate questions? ___ ___

EXAMPLE: How many other people do this job? Who will be my supervisor? What job advancement opportunities are available?

9. When you met the receptionist did you smile, introduce yourself, state that you had an appointment, follow the receptionist's instructions, and wait patiently? ___ ___

Participating in the Interview

10. Did you enter with poise and greet the interviewer by name? ___ ___

11. Did you shake hands firmly if the interviewer offered his or her hand? ___ ___

12. Did you introduce yourself and state the purpose of the call? ___ ___

13. Did you seat yourself only at the interviewer's invitation? ___ ___

14. Did you show signs of nervousness? ___ ___

☑ **NOTE:** If you do not know where to put your hands, leave them on your lap and keep them still.

15. Did you place personal things on interviewer's desk, smoke, or chew gum? ___ ___

16. Did you look alert, interested, and enthusiastic? ___ ___

☑ **NOTE:** Sit slightly forward in the chair to give an alert appearance.

17. Were you confident and courteous? ___ ___

18. Did you answer questions clearly and not interrupt? ___ ___

Anticipating Employer's Questions and Volunteering Proper Information	Yes	No
19. Did you avoid giving all "yes" and "no" answers?	___	___
20. Did you avoid criticisms of former employers or competitors?	___	___
21. Did you avoid talking about personal problems?	___	___
☑ **NOTE:** The interviewer must be interested more in what you can contribute to the business than what the business can do for you. Do not use a sob story about how desperate you are for a job.		
22. Did you show samples of your work if applicable?	___	___
23. Did you state that you are willing to start at the beginning salary?	___	___
24. Did you find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired?	___	___
EXAMPLE: "I was laid off, but I learned from my mistakes." "I left because they did not need as many employees during the slow season."		
25. Did you try to mention your best qualities in relation to something concrete?	___	___
EXAMPLE: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead."		
26. Did you give the lead back to the interviewer, if you found yourself talking too long, by saying, "Perhaps you have some other questions to ask me?"	___	___

Yes No

27. Were you prepared for personal questions about your home life and your parents' occupations? ___ ___

28. Were you prepared to respond to questions concerning politics, religion, or economics? ___ ___

29. Did you answer questions concerning career objectives using specific terms about what you would like to do in the near future in that particular field without limiting your opportunities? ___ ___

    EXAMPLE: A position in sales or training program that will eventually lead to a marketing or management position; no location preference

30. Did you look directly at the interviewer, smile, use correct English, and speak in clear, moderate tones? ___ ___

31. Did you show an interest in the company and/or job by asking questions? ___ ___

32. Did you really try to sell yourself? ___ ___

    ☑ **NOTE:** Never refer to yourself as just average or fair. Always look for a positive response.

33. Did you give the interviewer the opportunity to mention salary and fringe benefits? ___ ___

    ☑ **NOTE:** If the interviewer failed to supply this information, ask about the company's policies regarding salary and fringe benefits.

34. Did you remind the interviewer of the conversation topic if interrupted by a telephone call? ___ ___

Closing the Interview

35. Did you watch for signs that the interview was over, such as the interviewer shuffling papers and moving around in the chair? ___ ___

	Yes	No
36. Did you ask, "May I say one thing more?" or "Would you be interested in . . . ?" if the interview seemed to be ending before all the important selling points had been made?	___	___
37. Did you thank the interviewer for their time and leave promptly?	___	___

Following up the Interview

	Yes	No
38. Did you write a follow-up letter, call, or visit again to express interest in the job and appreciation for the opportunity to interview?	___	___

☑ **NOTE:** Even if the interviewer does not offer the position, you should learn from every situation and try to improve your interviewing techniques.

ASSIGNMENT SHEET 4

INTERVIEWING FOR A JOB

Name ______________________________ Score __________

OBJECTIVE 10

Evaluate an interviewer's reaction.

INTRODUCTION

Being interviewed is not always easy. You only have a few minutes to make a good impression. Your attitude, personality, and appearance, as well as your preparation for the interview and your work experience, are all points that the interviewer looks for and evaluates during the interview. It is up to you to sell yourself to the interviewer, to convince this person that you are the one for the job.

INSTRUCTIONS

Reading Comprehension
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Identify/evaluate consequences
- Evaluate results/outcomes

Read the following letter. Answer the questions that follow to evaluate this interviewer's reaction.

Dear Kerry,

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect that you've been turned down before, and maybe by now you believe that people right out of high school can't find work.

But I hired a teenager today. You saw her. She was the one with the clean hair, hands, and clothes. What was so special about her? Not experience, neither of you had any. It was her attitude that put her on the payroll instead of you. She wanted that job badly enough to dress for the interview, find out all she could about our company before coming in for the interview, and find out who was to do the interview. She did her best to impress me. That's where she edged you out.

I could tell that my new employee was alert by the way she answered my questions, giving enough information for me to formulate an opinion. She avoided your "Yep" and "Nope." She had a firm handshake, good eye contact, poise, a pleasant smile, and a few good questions to show me she was truly interested in working, something I couldn't detect in my time with you.

I needed to hire someone who'd go out in the plant, keep her eyes open, and work for me like she'd work for herself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

1. List the good characteristics of the person described in the letter.

2. List Kerry's unsuitable characteristics.

3. Why did the other person get the job?

4. What recommendations would you make to Kerry?

ASSIGNMENT SHEET 5

INTERVIEWING FOR A JOB

3

Name ______________________________ Score _________

OBJECTIVE 11

Write a follow-up letter and make a follow-up telephone call after interviewing for a job.

INTRODUCTION

It is sometimes helpful to return to a business and check again on possible job openings. This is often done about a week after the first interview. This short casual visit accomplishes two things. It helps the interviewer remember you, and it shows that you have a sincere interest in working for that company. It is not always possible, however, to have this type of informal atmosphere when applying for a job. In any case, it is always proper to either send a follow-up letter or make a follow-up telephone call. Practice doing both to help you when a real opportunity arises.

INSTRUCTIONS

Follow specific directions for each part of the Assignment Sheet.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Write letters

Oral Presentation
- Use good speaking techniques

Interactive Communications
- Apply telephone etiquette

Job Acquisition/ Development
- Apply business etiquette
- Practice good personal presentation

Part 1

Write a follow-up letter thanking the employer for the interview. Follow the format of the sample follow-up letters included in this Assignment Sheet.

1. Make sure that your letter meets the following standards:
    a. Typed or written perfectly
    b. Clean, neat, and attractively arranged on the page
    c. Free of spelling, punctuation, and grammatical errors
    d. Sent within a day or two after the interview
2. Include the following points in your follow-up letter:
    a. Expression of appreciation for the interviewer's time and interest
    b. Summary of your qualifications and continued interest in the position
    c. Reinforcement of key points you made during the interview

   d. Your name, address, and phone number (to make it easier for the employer to contact you)

3. Make this last bid for the job a prime example of your excellent work habits; write a clean, neat, and well-worded letter.

4. Address a legal-sized envelope.

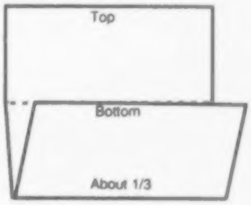
☑ **NOTE:** Be sure to type the address *exactly* the same as the inside address of the letter.

Terry McKracken
Route 3
Anytown, Yourstate 77702

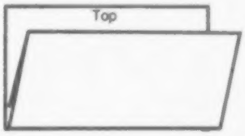
Mr. John Jones
Personnel Director
Jones Construction Company
Box 19
Yourtown, Yourstate 77704

5. Fold the letter.

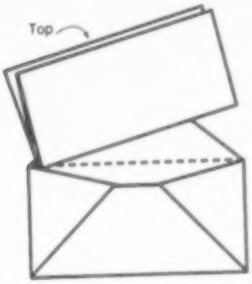
   a. Fold about one-third of the page from the bottom up.



   b. Make a second fold from the bottom to within 1/16 inch from the top.



c. Insert the letter into the envelope so that the top edge of the letter is toward the top of the envelope



Part 2

Role-play a follow-up telephone call using the guidelines below.

1. Make sure that you include the following information:
    a. Your name
    b. Date of your interview
    c. Position for which you were interviewed
2. Ask whether a decision has been made.

EXAMPLE: Incorrect:
"Hello, Mr. Jones. This is Terry McKracken. You told me you would let me know about the job, but I haven't heard anything from you. Why haven't called me?"

Incorrect:
"This is Terry McKracken. Did I get the job?"

Correct:
"Hello, Mr. Jones. This is Terry McKracken. I interviewed with you on June 30th for the position of _____________. Have you made a decision on my application yet?"

3. If someone has already been hired, thank the interviewer for considering you, and express continued interest in working for the company.

EXAMPLE: Incorrect:
"Oh well, that's my luck. Thanks anyway."

Incorrect:
"I didn't want to work for your company anyway."

Correct:
"I am sorry I was not hired. Thank you for considering my application. I am still interested in working for the company and would appreciate your keeping my application on file."

SAMPLE FOLLOW-UP LETTER

Route #3
Anytown, Yourstate 77702
July 1, 19___

Mr. John Jones
Personnel Director
Jones Construction Company
Box 19
Yourtown, Yourstate 77704

Dear Mr. Jones:

Thank you for interviewing me for the job of electrician's helper with your company. I feel that working for Jones Construction Company would be enjoyable and that I could do the general electrical work the job requires. I hope I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work August 4. You may call me at my home after 3:30 p.m. The number is 405-555-4433.

Sincerely yours,

Terry McKracken

Terry McKracken

Encl.

SAMPLE FOLLOW-UP LETTER

2125 Charolais Road
Wautusi, OK 74074
November 13, 19___

Ms. Dorothy Chuculate, Manager
Fresh As Spring Day Care Center
1234 Somewhere Drive
Sunshine, OK 74077

Dear Ms. Chuculate:

Thank you for your time and courtesy during my visit to the Fresh As Spring Day Care Center Wednesday afternoon. Your words of encouragement were greatly appreciated. I also thoroughly enjoyed our tour of your facility and the friendly environment displayed by your other staff members.

As we discussed in my interview, early childhood education as well as elementary education are my two areas of concentration. Early childhood education is my first love, but I am also interested in quality elementary education.

At your request, I will be glad to furnish any additional information concerning my education and work experience. Once again, thank you for an informative and enjoyable visit.

Sincerely,

April Weatherby

April Weatherby

WRITTEN TEST

INTERVIEWING FOR A JOB

3

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with the job interview process to their correct definitions. Write the correct letters in the blanks.

A. qualifications
B. extracurricular activities
C. interview
D. applicant
E. vocational preparation
F. fringe benefits
G. portfolio
H. equal opportunity employer
I. legible

_____ 1. Person applying for a job

_____ 2. Clubs, organizations, sports, social or church groups in which one participates

_____ 3. Goods or services provided by an employer in addition to regular wages or salaries

_____ 4. Experience, education, and physical characteristics that suit a person to a job

_____ 5. Any vocational courses and skills learned in high school, vocational school, or through work experience

_____ 6. Meeting of an employer and a job applicant for evaluation and questioning

_____ 7. Capable of being read; clear

_____ 8. Employer making a special effort to ensure that no form of discrimination is practiced

_____ 9. Binder containing a collection of letters, pamphlets, or drawings that depicts an individual's type of work or accomplishments

May be photocopies for student use.

OBJECTIVE 2 **List personal characteristics an employer looks for during an interview.** List five characteristics in the blanks.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 3 **Discuss guidelines for dressing for an interview.**

- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 4 **Distinguish between information to be obtained before and during an interview.** Write five types of information for each in the blanks.

Before a job interview	During a job interview
• ____________	• ____________
• ____________	• ____________
• ____________	• ____________
• ____________	• ____________
• ____________	• ____________

OBJECTIVE 5 **Evaluated on Assignment Sheet 1.**

May be photocopies for student use.

OBJECTIVE 6

Arrange in order steps in preparing for an interview. Write "1" before the first step, "2" before the second, etc.

_____ Prepare questions about the job and the employer.

_____ Prepare a resume and a letter of application.

_____ Complete employment application forms.

_____ Obtain employment application forms.

_____ Respond immediately and courteously to requests for interviews.

_____ Mail resume, letter of application, and application forms.

OBJECTIVE 7

Select from a list recommended interviewing practices. Write an "X" in the blanks before correct answers.

_____ 1. Prepare for the interview.

_____ 2. Arrive early for the interview.

_____ 3. Maintain good posture.

_____ 4. Maintain eye contact with the interviewer.

_____ 5. Interrupt when you think of a question.

_____ 6. Tell the interviewer about your past and your home life.

_____ 7. Avoid thanking the interviewer.

_____ 8. Offer to provide the interviewer with any additional information.

_____ 9. Be ready to take a performance test.

_____ 10. Smoke if an ashtray is near your seat.

_____ 11. Show a real interest in the job for which you are interviewing.

_____ 12. Use good manners.

_____ 13. Talk to the interviewer as you would your best friend.

_____ 14. Listen carefully.

May be photocopies for student use.

OBJECTIVE 8	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 9	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 10	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 11	**Evaluated on Assignment Sheet 5.**

May be photocopies for student use.

ANSWERS

INTERVIEWING FOR A JOB

3

ASSIGNMENT SHEETS

OBJECTIVE 5

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 8

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 9

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

OBJECTIVE 10

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

OBJECTIVE 11

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. D
2. B
3. F
4. A
5. E
6. C
7. I
8. H
9. G

OBJECTIVE 2

Answer should include any five of the following:

- Enthusiasm and interest
- Dedication and dependability
- Alertness, quickness of mind
- Honesty and integrity
- Desire to work
- Desire to help others
- Desire to improve oneself
- Knowledge of tasks required in the position

OBJECTIVE 3

Discussion should include the following points:

- Dress to fit the job for which you are applying.
- Select clothing that becomes you.
- Dress conservatively.
- Be modest and well-groomed.

OBJECTIVE 4

Before a job interview—any five of the following:

- Products the company makes or services it renders
- How long the company has been in business
- If the company has expanded its business or changed its operation
- Name, position, and title of the person who will be conducting the interview
- How to pronounce the interviewer's name
- Typical salary for this type of job

During a job interview—any five of the following:

- Working conditions
- Security and safety precautions
- Public relations
- Salary or wages
- Fringe benefits
- Seniority
- Opportunity for advancement

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

OBJECTIVE 6

6, 2, 3, 1, 5, 4

OBJECTIVE 7	1, 2, 3, 4, 8, 9, 11, 12, 14
OBJECTIVE 8	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 9	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 10	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 11	**Evaluated on Assignment Sheet 5.**

OBJECTIVE SHEET

ESTIMATING PAY

4

INTRODUCTION

Employees are paid on various bases, such as piece-rate, commission, hourly, and annually. Paychecks are issued at various times; weekly, bi-weekly, and monthly are the most common. Being able to calculate your pay helps you keep track of your benefits and plan your personal budget.

UNIT OBJECTIVE

After completing this unit, the student will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms related to paycheck computation and employee benefits to their correct definitions.
2. List items deducted by law from an employee's paycheck.
3. List items deducted by request from an employee's paycheck.
4. List benefits often reflected in a paycheck.
5. Match types of wages and salaries to their correct descriptions.
6. Solve problems on earnings based on hourly wages. (Assignment Sheet 1)
7. Solve problems on earnings based on piece-rate wages. (Assignment Sheet 2)
8. Solve problems on earnings based on piece-rate wages with bonus and defectives fee. (Assignment Sheet 3)
9. Solve problems on earnings based on overtime wages. (Assignment Sheet 4)
10. Solve problems on earnings based on commissions. (Assignment Sheet 5)

SUGGESTED ACTIVITIES

ESTIMATING PAY

4

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms related to paycheck computation and employee benefits to their correct definitions.

- Use Information Sheet, objective 1 to discuss terms and definitions associated with paychecks.
- Ask the students who work to review their paycheck and earnings record. Other students may need copies of Transparencies 1 and 2.
- Show Transparency 1, which shows a sample employee's earnings record. Explain that such records are the source of paychecks, and identify the various parts of the record.
- Display Transparency 2, showing a sample pay statement and check. Point out how the earnings and withholding records parallel those seen on the earnings record.

- Ask the students to suggest additional terms based on their own job experiences.
- Connect applicable terms listed in objective 1 to parts of the earnings record and paycheck.

Objective 2: List items deducted by law from an employee's paycheck.

- Use Information Sheet, objective 2 to discuss paycheck deductions required by law.
- Display Transparency 3 and review its contents.
- Briefly discuss social security. Refer to Unit 2, objective 6.
- Show Transparencies 4 and 5 to discuss federal income tax and withholding. Provide the students with copies and fill in the forms together.
- Hand out copies of Transparencies 4 and 5. Explain that the employer uses the information on the W-4 form to determine how much tax to withhold from the employee's earnings at the end of the year. The employer supplies a financial record to the employee on a W-2 form, which the employee files with the tax return, if he or she is required to file a return.

Objective 3: List items deducted by request from an employee's paycheck.

- Display Transparency 6 and use Information Sheet, objective 3 to discuss paycheck deductions requested by an employee. Refer to Information Sheet, objective 1 to review terms.
- Arrange with a local tax accounting firm to provide a speaker or handout information on tax shelters.
- Ask the students to contribute information on optional deductions from their own experiences as workers.

Objective 4: List benefits often reflected in a paycheck.

- Use Information Sheet, objective 4 to discuss employee benefits.
- Encourage the students to discuss with the class benefits which they have received as employees.

Objective 5: Match types of wages and salaries to their correct descriptions.

- Use Information Sheet, objective 5 to discuss ways employees may be paid for their work.

Objective 6: Solve problems on earnings based on hourly wages. (Assignment Sheet 1)

- Use the board to work through a few sample problems on hourly pay.
- Have the students complete Assignment Sheet 1.

Objective 7: Solve problems on earnings based on piece-rate wages. (Assignment Sheet 2)

- Demonstrate sample problems on piece-rate wages.
- Have the students complete Assignment Sheet 2.

Objective 8: Solve problems on earnings based on piece-rate wages with bonus and defectives fee. (Assignment Sheet 3)

- Work sample problems on the board to illustrate piece-rate wage with bonus and defectives fee.
- Have the students complete Assignment Sheet 3.

Objective 9: Solve problems on earnings based on overtime wages. (Assignment Sheet 4)

- Demonstrate problems involving overtime wages.
- Have the students complete Assignment Sheet 4.

Objective 10: Solve problems on earnings based on commissions. (Assignment Sheet 5)

- Work sample problems involving salaries plus commissions.
- Have the students complete Assignment Sheet 5.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- *Annual Earnings of Young Adults.* Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1994.
- Canavos, George C. and Don M. Miller. *Introduction to Modern Business Statistics.* Belmont, CA: Wadsworth Publishing, 1993.

- Shilling, Dana. *Real Life, Real Answers.* New York: Arbor House, William Morrow, 1988.

- Wigge, Barton F., Jr., and Merle Wood. *Payroll Records and Procedures.* Blacklick, OH: Glencoe Publishing Company, 1993.

INFORMATION SHEET

ESTIMATING PAY

4

OBJECTIVE 1

Match terms related to paycheck computation and employee benefits to their correct definitions.

- **annual leave** — compensated vacation time (accumulated)
- **commission** — incentive payment reflecting a certain percentage of total sales of a salesperson
- **contract** — payment based on a legal agreement
- **deduction** — money that an employer holds out of pay
- **gross pay** — total wages or salary before deductions
- **holiday leave** — compensated time away from work for legal holidays or other days an employer designates
- **hourly wage** — money paid by the hour
- **insurance** — financial protection against possible illness, injury, death, or disability of a worker

  ☑ **NOTE:** Insurance is usually offered by the company to employees at wholesale rates.
- **net pay** — total wages or salary after deductions
- **overtime wages ("time-and-a-half")** — a bonus of 1½ hours' pay for every extra hour worked

  ☑ **NOTE:** Overtime wages are required by the Fair Labor Standards Act of 1938.
- **piece-rate wages** — money paid per production unit completed
- **profit-sharing** — a system allowing the employees to share in a company's financial profits through cash bonuses or the purchase of company stock
- **retirement (group pension plans)** — accumulated funds paid to employees concluding their work careers

- **savings account credit** — employer's automatic deposit to an employee's savings account of a certain percentage of a paycheck, by agreement

- **sick leave** — compensated time off from work for illness or injury

- **straight salary** — fixed amount of money paid by the week or month, regardless of the hours worked

- **tax shelters** — invested funds that are tax-exempt or tax-deferred

- **unemployment compensation** — money an employer pays out of a state-regulated payroll tax fund to laid-off workers

- **workers' compensation** — insurance benefits for workers injured on the job, paid for through an employer's payroll taxes

WEEK	Period Ending	EARNINGS			DEDUCTIONS						NET PAY	Taxable Earnings
		Regular	Overtime	Total	F.I.C.A.	Income Tax	Group Ins.	Hospital	Other	Total	Amount	
TOTALS 3 QUAR.		9,360.00		9,360.00	547.56	1,349.40		153.00		2,049.96	7,310.04	9,360.00
1	10/7	240.00		240.00	14.04	34.60				48.64	191.36	9,600.00
2	10/14	240.00		240.00	14.04	34.60		17.00		65.64	175.36	9,840.00
3	10/21	240.00		240.00	14.04	34.60				48.64	191.36	10,080.00
4	10/28	240.00		240.00	14.04	34.60				48.64	191.36	10,320.00
5												
6												
7												
8												
9												
10												
11												
12												
13												
QUARTER TOTALS												
YEARLY TOTALS												

NAME Elizabeth Johnson

ADDRESS 38 Brighton Street

SOCIAL SECURITY NUMBER 180-19-4700

CLOCK NUMBER 2

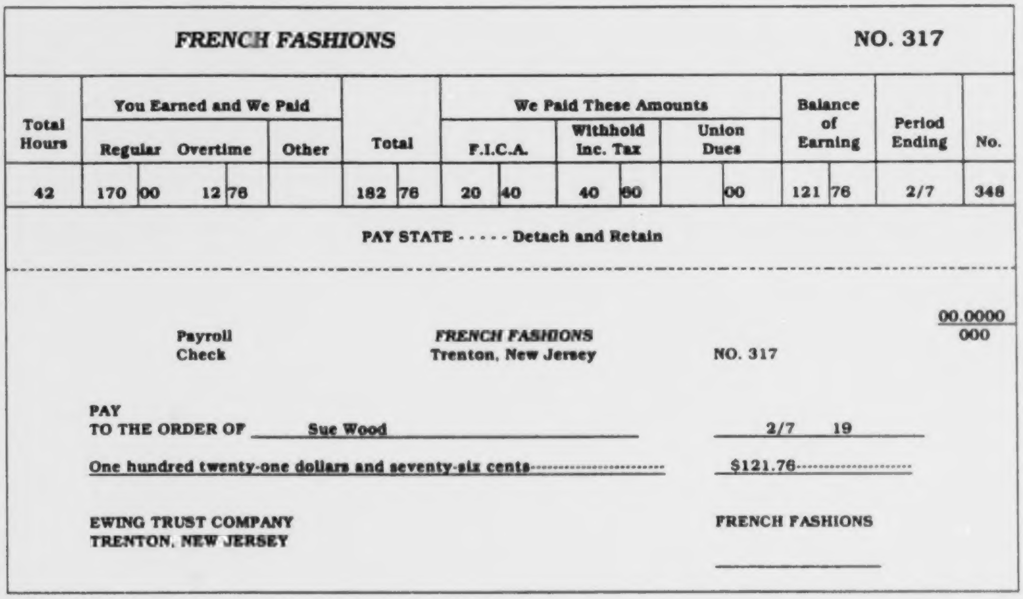
RATE $120/WK

W.H. EXEMPTIONS O (M)

GROUP INS.

HOSP. $8.50

UNION DUES



FRENCH FASHIONS															NO. 317
Total Hours	You Earned and We Paid					Total		We Paid These Amounts						Balance of Earning		Period Ending	No.

Total Hours	You Earned and We Paid					Total		We Paid These Amounts						Balance of Earning		Period Ending	No.
	Regular		Overtime		Other			F.I.C.A.		Withhold Inc. Tax		Union Dues					
42	170	00	12	76		182	76	20	40	40	60		00	121	76	2/7	348

PAY STATE - - - - - Detach and Retain

00.0000
000

Payroll
Check

FRENCH FASHIONS
Trenton, New Jersey

NO. 317

PAY
TO THE ORDER OF Sue Wood 2/7 19

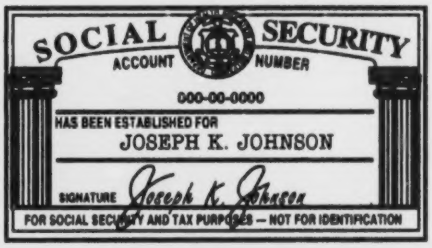
One hundred twenty-one dollars and seventy-six cents------------------------ $121.76-------------------

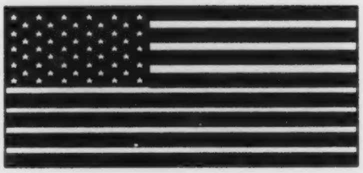
EWING TRUST COMPANY
TRENTON, NEW JERSEY

FRENCH FASHIONS

OBJECTIVE 2

List items deducted by law from an employee's paycheck.

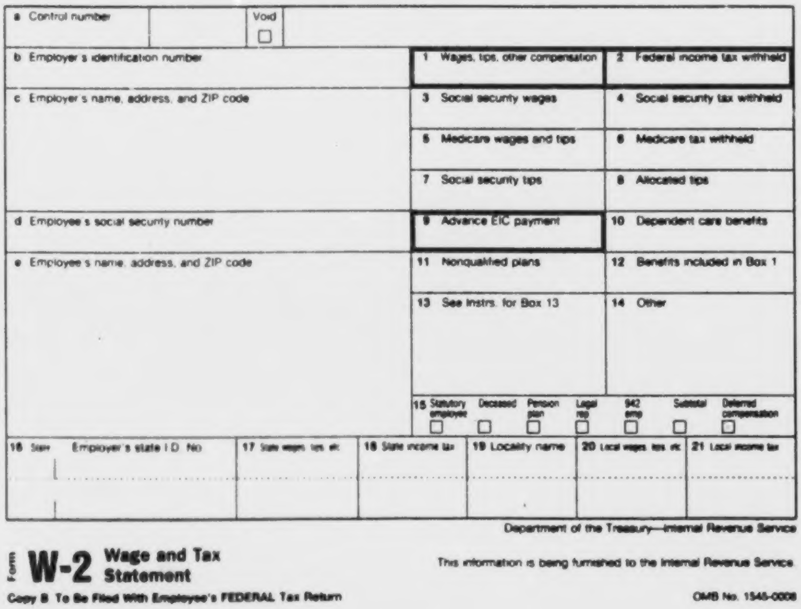

SOCIAL SECURITY
ACCOUNT NUMBER
000-00-0000
HAS BEEN ESTABLISHED FOR
JOSEPH K. JOHNSON
SIGNATURE Joseph K. Johnson
FOR SOCIAL SECURITY AND TAX PURPOSES — NOT FOR IDENTIFICATION



- Social Security (Federal Insurance Contributions Act, or FICA)
  - ☐ Originated in 1935 as a federal retirement and disability insurance program, social security now also provides for health care payments under the Medicare bill of 1966. As

in any insurance, social security depends on premiums to provide benefits to its policy-holders. The federal government collects premiums by deducting a monthly FICA tax on employer's payrolls and employee's paychecks. FICA taxes have risen gradually since their inception to compensate for a decline in the taxable workforce and a corresponding increase in retirees and others claiming benefits.

- Federal income tax
    - The 16th Amendment to the U.S. Constitution (1913) created federal income taxes, collected annually and based on the taxpayers' yearly income and exemptions. The federal withholding tax allows employers to deduct or withhold increments of the taxpayers' total annual taxes, based on projected income. Ideally, withholding permits the taxpayer to have paid all income taxes by the end of the year, making one large payment unnecessary.
- State income tax
    - Similar to federal income taxes, state income taxes are based on the taxpayers' yearly income and exemptions and are also payable through a withholding system.
- City income tax
    - Many cities also levy an income tax, based on either a percentage of income or a percentage of state income taxes.



a Control number
Void ☐
b Employer's identification number
1 Wages, tips, other compensation
2 Federal income tax withheld
c Employer's name, address, and ZIP code
3 Social security wages
4 Social security tax withheld
5 Medicare wages and tips
6 Medicare tax withheld
7 Social security tips
8 Allocated tips
d Employee's social security number
9 Advance EIC payment
10 Dependent care benefits
e Employee's name, address, and ZIP code
11 Nonqualified plans
12 Benefits included in Box 1
13 See Instrs. for Box 13
14 Other
15 Statutory employee ☐ Deceased ☐ Pension plan ☐ Legal rep ☐ 942 emp ☐ Subtotal ☐ Deferred compensation ☐
16 State Employer's state I.D. No.
17 State wages, tips, etc.
18 State income tax
19 Locality name
20 Local wages, tips, etc.
21 Local income tax

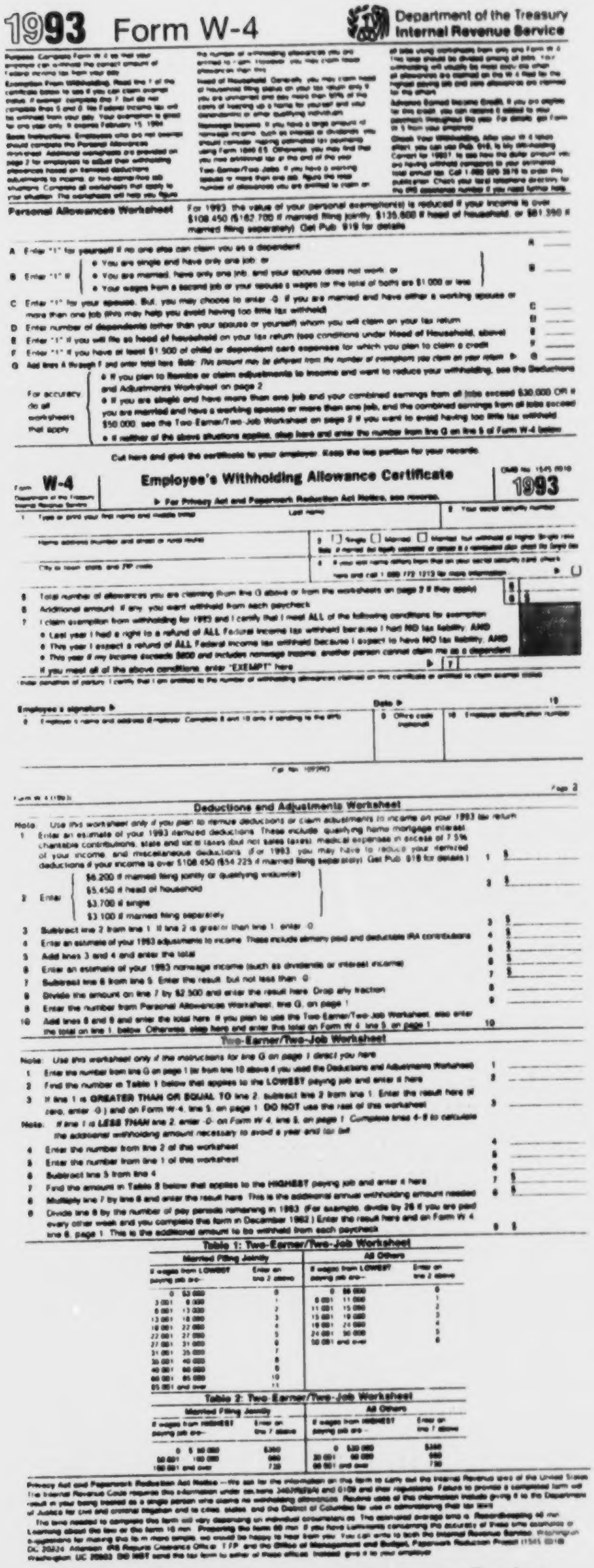
Department of the Treasury—Internal Revenue Service

Form **W-2** **Wage and Tax Statement**

This information is being furnished to the Internal Revenue Service.

Copy B To Be Filed With Employee's FEDERAL Tax Return

OMB No. 1545-0008



1993 Form W-4

Department of the Treasury
Internal Revenue Service

Personal Allowances Worksheet For 1993, the value of your personal exemption(s) is reduced if your income is over $108,450 ($162,700 if married filing jointly, $135,600 if head of household, or $81,350 if married filing separately). Get Pub. 919 for details.

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . A ____

B Enter "1" if: • You are single and have only one job; or • You are married, have only one job, and your spouse does not work; or • Your wages from a second job or your spouse's wages (or the total of both) are $1,000 or less. . . . B ____

C Enter "1" for your **spouse**. But, you may choose to enter -0- if you are married and have either a working spouse or more than one job (this may help you avoid having too little tax withheld) . . . C ____

D Enter number of **dependents** (other than your spouse or yourself) whom you will claim on your tax return . . . D ____

E Enter "1" if you will file as head of household on your tax return (see conditions under **Head of Household**, above) . . . E ____

F Enter "1" if you have at least $1,500 of child or dependent care expenses for which you plan to claim a credit . . . F ____

G Add lines A through F and enter total here. . . . G ____

For accuracy do all worksheets that apply:
- If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2.
- If you are single and have more than one job and your combined earnings from all jobs exceed $30,000 OR if you are married and have a working spouse or more than one job, and the combined earnings from all jobs exceed $50,000, see the Two-Earner/Two-Job Worksheet on page 2 if you want to avoid having too little tax withheld.
- If neither of the above situations applies, stop here and enter the number from line G on line 5 of Form W-4 below.

Cut here and give the certificate to your employer. Keep the top portion for your records.

Form **W-4** Department of the Treasury Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ For Privacy Act and Paperwork Reduction Act Notice, see reverse.

OMB No. 1545-0010 **1993**

1 Type or print your first name and middle initial — Last name — 2 Your social security number

Home address (number and street or rural route) — 3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate.

City or town, state, and ZIP code — 4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for more information ▶ ☐

5 Total number of allowances you are claiming (from line G above or from the worksheets on page 2 if they apply) . . . 5

6 Additional amount, if any, you want withheld from each paycheck . . . 6

7 I claim exemption from withholding for 1993 and I certify that I meet ALL of the following conditions for exemption:
- Last year I had a right to a refund of ALL Federal income tax withheld because I had NO tax liability; AND
- This year I expect a refund of ALL Federal income tax withheld because I expect to have NO tax liability; AND
- This year if my income exceeds $600 and includes nonwage income, another person cannot claim me as a dependent.

If you meet all of the above conditions, enter "EXEMPT" here ▶ 7

Employee's signature ▶ — Date ▶ 19

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS) — 9 Office code (optional) — 10 Employer identification number

Deductions and Adjustments Worksheet

Note: *Use this worksheet only if you plan to itemize deductions or claim adjustments to income on your 1993 tax return.*

1 Enter an estimate of your 1993 itemized deductions. These include: qualifying home mortgage interest, charitable contributions, state and local taxes (but not sales taxes), medical expenses in excess of 7.5% of your income, and miscellaneous deductions. (For 1993, you may have to reduce your itemized deductions if your income is over $108,450 ($54,225 if married filing separately). Get Pub. 919 for details.) . . . 1 $____

2 Enter: $6,200 if married filing jointly or qualifying widow(er); $5,450 if head of household; $3,700 if single; $3,100 if married filing separately . . . 2 $____

3 Subtract line 2 from line 1. If line 2 is greater than line 1, enter -0- . . . 3 $____

4 Enter an estimate of your 1993 adjustments to income. These include alimony paid and deductible IRA contributions . . . 4 $____

5 Add lines 3 and 4 and enter the total . . . 5 $____

6 Enter an estimate of your 1993 nonwage income (such as dividends or interest income) . . . 6 $____

7 Subtract line 6 from line 5. Enter the result, but not less than -0- . . . 7 $____

8 Divide the amount on line 7 by $2,500 and enter the result here. Drop any fraction . . . 8 ____

9 Enter the number from Personal Allowances Worksheet, line G, on page 1 . . . 9 ____

10 Add lines 8 and 9 and enter the total here. If you plan to use the Two-Earner/Two-Job Worksheet, also enter the total on line 1, below. Otherwise, **stop here** and enter this total on Form W-4, line 5, on page 1 . . . 10

Two-Earner/Two-Job Worksheet

Note: *Use this worksheet only if the instructions for line G on page 1 direct you here.*

1 Enter the number from line G on page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet) . . . 1 ____

2 Find the number in Table 1 below that applies to the **LOWEST** paying job and enter it here . . . 2 ____

3 If line 1 is **GREATER THAN OR EQUAL TO** line 2, subtract line 2 from line 1. Enter the result here (if zero, enter -0-) and on Form W-4, line 5, on page 1. **DO NOT** use the rest of this worksheet . . . 3 ____

Note: *If line 1 is* **LESS THAN** *line 2, enter -0- on Form W-4, line 5, on page 1. Complete lines 4–9 to calculate the additional withholding amount necessary to avoid a year end tax bill.*

4 Enter the number from line 2 of this worksheet . . . 4 ____

5 Enter the number from line 1 of this worksheet . . . 5 ____

6 Subtract line 5 from line 4 . . . 6 ____

7 Find the amount in Table 2 below that applies to the **HIGHEST** paying job and enter it here . . . 7 $____

8 Multiply line 7 by line 6 and enter the result here. This is the additional annual withholding amount needed . . . 8 $____

9 Divide line 8 by the number of pay periods remaining in 1993. (For example, divide by 26 if you are paid every other week and you complete this form in December 1992.) Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck . . . 9 $

Table 1: Two-Earner/Two-Job Worksheet

Married Filing Jointly		All Others	
If wages from LOWEST paying job are—	Enter on line 2 above	If wages from LOWEST paying job are—	Enter on line 2 above
0 - $3,000	0	0 - $6,000	0
3,001 - 8,000	1	6,001 - 11,000	1
8,001 - 13,000	2	11,001 - 15,000	2
13,001 - 18,000	3	15,001 - 19,000	3
18,001 - 22,000	4	19,001 - 24,000	4
22,001 - 27,000	5	24,001 - 50,000	5
27,001 - 31,000	6	50,001 and over	6
31,001 - 35,000	7		
35,001 - 40,000	8		
40,001 - 60,000	9		
60,001 - 85,000	10		
85,001 and over	11		

Table 2: Two-Earner/Two-Job Worksheet

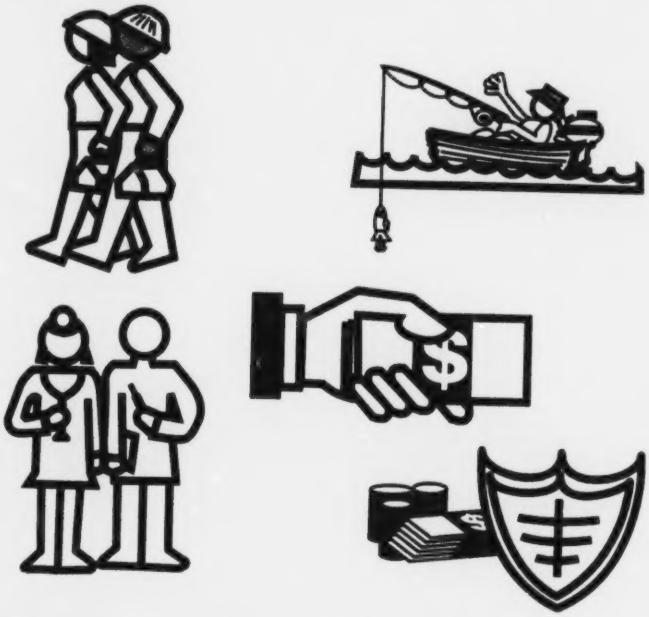
Married Filing Jointly		All Others	
If wages from HIGHEST paying job are—	Enter on line 7 above	If wages from HIGHEST paying job are—	Enter on line 7 above
0 - $50,000	$350	0 - $30,000	$350
50,001 - 100,000	660	30,001 - 60,000	660
100,001 and over	730	60,001 and over	730

BEST COPY AVAILABLE

OBJECTIVE 3

List items deducted by request from an employee's paycheck.

- Labor union dues
- Group insurance plans
- Company retirement plans
- Savings account credits
- Tax shelters



OBJECTIVE 4

List benefits often reflected in a paycheck.

- Insurance
    - ☐ **health** — Company pays the employee's and his or her dependents' medical expenses (often including major medical, hospitalization, surgical, pharmaceutical, and dental fees). Generally, under group medical plans, physical examinations are not required. The employee may also accumulate health insurance through paycheck deductions, depending on the company policy.

  - **survivors' (life)** — Employee's dependents receive money upon his or her death, either company-paid or employee-accumulated.

- Tax shelters
  - Money is deducted from a paycheck and invested in stocks, bonds, or other securities, depending on the type of plan. Interest compounds yearly; tax on interest becomes payable only when an employee withdraws money.

- Leaves from work
  - Sick leave
  - Annual leave
  - Holiday leave

- Workers' compensation

- Retirement (group pension plans)

- Profit-sharing programs

- Unemployment compensation

- Savings account credits

OBJECTIVE 5

Match types of wages and salaries to their correct descriptions.

- Hourly wages (computation)
  - Regular hours × base rate = regular pay

    EXAMPLE: 40 (regular hours) × $1.68 (base rate) = $67.20 (regular pay)

- Piece-rate wages (computation)

  1. Basic rate × each standard unit completed = basic pay

     EXAMPLE: .50 × 720 units = $360

2. Bonus rate × all-above standard units completed = bonus pay

   EXAMPLE: If the standard is 200 units and you produce 250, you can earn the bonus rate × 50 units.

3. Defective parts × fee charged = defectives deduction from pay

4. Add base + bonus - defectives fee = total piece-rate pay

   EXAMPLE: $360 + (20 units @ .10) - (5 units @ .10) = $361.50 total piece pay

- Overtime wages (computation)
  - ☐ Overtime hours × 1½ base rate = overtime pay

    EXAMPLE: 6½ (overtime hours) × $2.52 (overtime rate) = $16.38 (overtime pay)

- Straight salary (monthly)
  - ☐ Payment for work figured on a per-month basis, regardless of the hours worked

- Straight salary (weekly)
  - ☐ Payment for work figured on a per-week basis, regardless of the hours worked

- Straight salary (contract)
  - ☐ Written agreement whereby the employer pays the employee a set amount for each job completed, regardless of hours worked

- Straight salary (sales commission computation)
  - ☐ Payment for work based on a straight salary plus percentage of sales, regardless of the hours worked

    EXAMPLE: Salary = $40.00 per week + 7% commission on $990 sales

    $40.00 + $69.30 (0.07 × $990) = $109.30 (total salary)

OBJECTIVE 6 **Complete Assignment Sheet 1.**

OBJECTIVE 7	**Complete Assignment Sheet 2.**
OBJECTIVE 8	**Complete Assignment Sheet 3.**
OBJECTIVE 9	**Complete Assignment Sheet 4.**
OBJECTIVE 10	**Complete Assignment Sheet 5.**

Employee's Earnings Record

WEEK	Period Ending	EARNINGS			DEDUCTIONS						NET PAY	Taxable Earnings
		Regular	Overtime	Total	F.I.C.A.	Income Tax	Group Ins.	Hospital	Other	Total	Amount	
TOTALS 3 QUAR.		9,360.00		9,360.00	547.56	1,349.40		153.00		2,049.96	7,310.04	9,360.00
1	10/7	240.00		240.00	14.04	34.60				48.64	191.36	9,600.00
2	10/14	240.00		240.00	14.04	34.60		17.00		65.64	175.36	9,840.00
3	10/21	240.00		240.00	14.04	34.60				48.64	191.36	10,080.00
4	10/28	240.00		240.00	14.04	34.60				48.64	191.36	10,320.00
5												
6												
7												
8												
9												
10												
11												
12												
13												
QUARTER TOTALS												
YEARLY TOTALS												

NAME Elizabeth Johnson

ADDRESS 38 Brighton Street

SOCIAL SECURITY NUMBER 180-19-4700

CLOCK NUMBER 2

RATE $120/WK

W.H. EXEMPTIONS O (M)

GROUP INS.

HOSP. $8.50

UNION DUES

May be photocopied for student use.

Paycheck

FRENCH FASHIONS **NO. 317**

Total Hours	You Earned and We Paid			Total	We Paid These Amounts			Balance of Earning	Period Ending	No.
	Regular	Overtime	Other		F.I.C.A.	Withhold Inc. Tax	Union Dues			
42	170 00	12 76		182 76	20 40	40 60	00	121 76	2/7	348

PAY STATE - - - - - Detach and Retain

00.0000
000

Payroll
Check

FRENCH FASHIONS
Trenton, New Jersey

NO. 317

PAY
TO THE ORDER OF Sue Wood

2/7 19

One hundred twenty-one dollars and seventy-six cents------------------------

$121.76--------------------

EWING TRUST COMPANY
TRENTON, NEW JERSEY

FRENCH FASHIONS

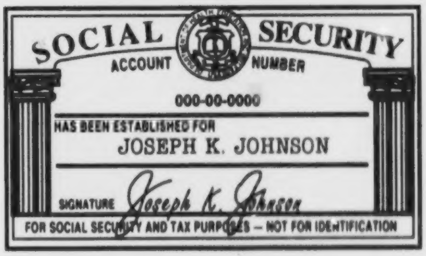
May be photocopied for student use

TRANSPARENCY MASTER 2 · Effective Employment Practices
CIMC · 4 · 21

TM 2

Paycheck Deductions Required by Law

Social Security



SOCIAL SECURITY

ACCOUNT NUMBER

000-00-0000

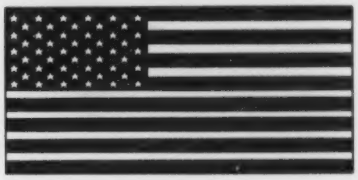
HAS BEEN ESTABLISHED FOR

JOSEPH K. JOHNSON

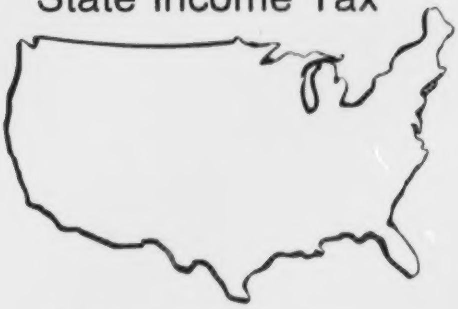
SIGNATURE Joseph K. Johnson

FOR SOCIAL SECURITY AND TAX PURPOSES — NOT FOR IDENTIFICATION

Federal Income Tax



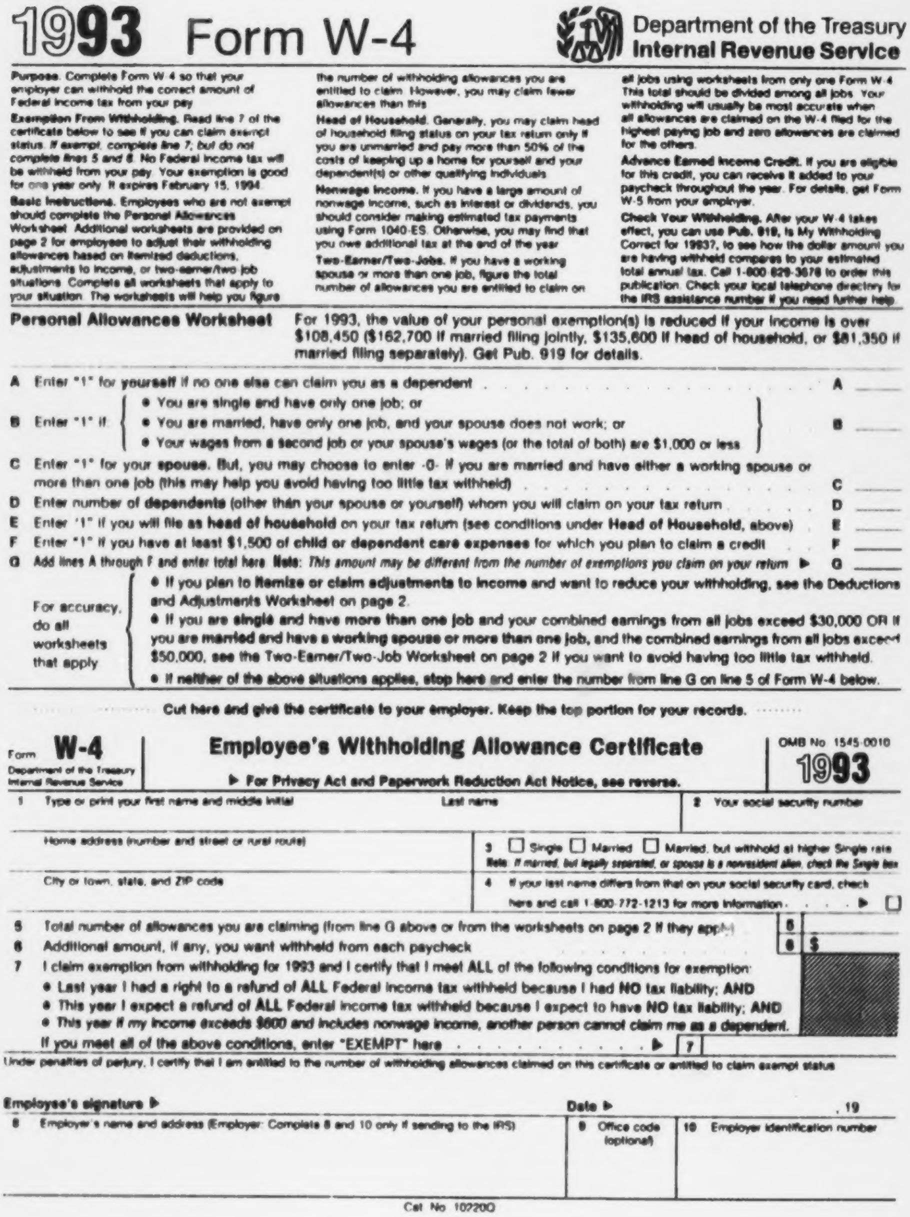
State Income Tax



City Income Tax

May be photocopied for student use.

Form W-4



1993 Form W-4

Department of the Treasury
Internal Revenue Service

Purpose. Complete Form W-4 so that your employer can withhold the correct amount of Federal income tax from your pay.

Exemption From Withholding. Read line 7 of the certificate below to see if you can claim exempt status. *If exempt, complete line 7; but do not complete lines 5 and 6.* No Federal income tax will be withheld from your pay. Your exemption is good for one year only. It expires February 15, 1994.

Basic Instructions. Employees who are not exempt should complete the Personal Allowances Worksheet. Additional worksheets are provided on page 2 for employees to adjust their withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply to your situation. The worksheets will help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances than this.

Head of Household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

Nonwage Income. If you have a large amount of nonwage income, such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may find that you owe additional tax at the end of the year.

Two-Earner/Two-Jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. This total should be divided among all jobs. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

Advance Earned Income Credit. If you are eligible for this credit, you can receive it added to your paycheck throughout the year. For details, get Form W-5 from your employer.

Check Your Withholding. After your W-4 takes effect, you can use **Pub. 919,** Is My Withholding Correct for 1993?, to see how the dollar amount you are having withheld compares to your estimated total annual tax. Call 1-800-829-3676 to order this publication. Check your local telephone directory for the IRS assistance number if you need further help.

Personal Allowances Worksheet For 1993, the value of your personal exemption(s) is reduced if your income is over $108,450 ($162,700 if married filing jointly, $135,600 if head of household, or $81,350 if married filing separately). Get Pub. 919 for details.

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . . A ____

B Enter "1" if:
- You are single and have only one job; or
- You are married, have only one job, and your spouse does not work; or
- Your wages from a second job or your spouse's wages (or the total of both) are $1,000 or less.

B ____

C Enter "1" for your **spouse.** But, you may choose to enter -0- if you are married and have either a working spouse or more than one job (this may help you avoid having too little tax withheld) . . . . C ____

D Enter number of **dependents** (other than your spouse or yourself) whom you will claim on your tax return . . . . . D ____

E Enter "1" if you will file as **head of household** on your tax return (see conditions under **Head of Household,** above) . E ____

F Enter "1" if you have at least $1,500 of **child or dependent care expenses** for which you plan to claim a credit . . F ____

G Add lines A through F and enter total here. **Note:** *This amount may be different from the number of exemptions you claim on your return* ▶ G ____

For accuracy, do all worksheets that apply:
- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2.
- If you are **single** and have **more than one job** and your combined earnings from all jobs exceed $30,000 OR if you are **married** and have a **working spouse or more than one job,** and the combined earnings from all jobs exceed $50,000, see the Two-Earner/Two-Job Worksheet on page 2 if you want to avoid having too little tax withheld.
- If **neither** of the above situations applies, **stop here** and enter the number from line G on line 5 of Form W-4 below.

Cut here and give the certificate to your employer. Keep the top portion for your records.

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see reverse.**

OMB No. 1545-0010
1993

1 Type or print your first name and middle initial — Last name

2 Your social security number

Home address (number and street or rural route)

3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

City or town, state, and ZIP code

4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for more information . . . . ▶ ☐

5 Total number of allowances you are claiming (from line G above or from the worksheets on page 2 if they apply) 5 ____

6 Additional amount, if any, you want withheld from each paycheck . . . . 6 $ ____

7 I claim exemption from withholding for 1993 and I certify that I meet ALL of the following conditions for exemption:
- Last year I had a right to a refund of **ALL** Federal income tax withheld because I had **NO** tax liability; **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability; **AND**
- *This year if my income exceeds $600 and includes nonwage income, another person cannot claim me as a dependent.*

If you meet all of the above conditions, enter "EXEMPT" here . . . . ▶ 7 ____

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ▶ **Date ▶** , 19

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS)

9 Office code (optional)

10 Employer identification number

Cat. No. 10220Q

May be photocopied for student use

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Form W-4 (continued)

Form W-4 (1993) Page 2

Deductions and Adjustments Worksheet

Note: *Use this worksheet only if you plan to itemize deductions or claim adjustments to income on your 1993 tax return.*

1 Enter an estimate of your 1993 itemized deductions. These include: qualifying home mortgage interest, charitable contributions, state and local taxes (but not sales taxes), medical expenses in excess of 7.5% of your income, and miscellaneous deductions. (For 1993, you may have to reduce your itemized deductions if your income is over $108,450 ($54,225 if married filing separately). Get Pub. 919 for details.) 1 $ ____

2 Enter: { $6,200 if married filing jointly or qualifying widow(er); $5,450 if head of household; $3,700 if single; $3,100 if married filing separately } . . . . . 2 $ ____

3 **Subtract** line 2 from line 1. If line 2 is greater than line 1, enter -0- . . . . . 3 $ ____

4 Enter an estimate of your 1993 adjustments to income. These include alimony paid and deductible IRA contributions 4 $ ____

5 **Add** lines 3 and 4 and enter the total . . . . . 5 $ ____

6 Enter an estimate of your 1993 nonwage income (such as dividends or interest income) . . . . . 6 $ ____

7 **Subtract** line 6 from line 5. Enter the result, but not less than -0- . . . . . 7 $ ____

8 **Divide** the amount on line 7 by $2,500 and enter the result here. Drop any fraction . . . . . 8 ____

9 Enter the number from Personal Allowances Worksheet, line G, on page 1 . . . . . 9 ____

10 Add lines 8 and 9 and enter the total here. If you plan to use the Two-Earner/Two-Job Worksheet, also enter the total on line 1, below. Otherwise, **stop here** and enter this total on Form W-4, line 5, on page 1 . . . . . 10 ____

Two-Earner/Two-Job Worksheet

Note: *Use this worksheet only if the instructions for line G on page 1 direct you here.*

1 Enter the number from line G on page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet) 1 ____

2 Find the number in **Table 1** below that applies to the **LOWEST** paying job and enter it here . . . . 2 ____

3 If line 1 is **GREATER THAN OR EQUAL TO** line 2, subtract line 2 from line 1. Enter the result here (if zero, enter -0-) and on Form W-4, line 5, on page 1. **DO NOT** use the rest of this worksheet . . . . 3 ____

Note: *If line 1 is **LESS THAN** line 2, enter -0- on Form W-4, line 5, on page 1. Complete lines 4–9 to calculate the additional withholding amount necessary to avoid a year-end tax bill.*

4 Enter the number from line 2 of this worksheet . . . . . 4 ____

5 Enter the number from line 1 of this worksheet . . . . . 5 ____

6 **Subtract** line 5 from line 4 . . . . . 6 ____

7 Find the amount in **Table 2** below that applies to the **HIGHEST** paying job and enter it here . . . . 7 $ ____

8 **Multiply** line 7 by line 6 and enter the result here. This is the additional annual withholding amount needed 8 $ ____

9 Divide line 8 by the number of pay periods remaining in 1993. (For example, divide by 26 if you are paid every other week and you complete this form in December 1992.) Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck . . . . . 9 $

Table 1: Two-Earner/Two-Job Worksheet

Married Filing Jointly		All Others	
If wages from LOWEST paying job are—	Enter on line 2 above	If wages from LOWEST paying job are—	Enter on line 2 above
0 - $3,000	0	0 - $6,000	0
3,001 - 6,000	1	6,001 - 11,000	1
6,001 - 13,000	2	11,001 - 15,000	2
13,001 - 18,000	3	15,001 - 19,000	3
18,001 - 22,000	4	19,001 - 24,000	4
22,001 - 27,000	5	24,001 - 50,000	5
27,001 - 31,000	6	50,001 and over	6
31,001 - 35,000	7		
35,001 - 40,000	8		
40,001 - 60,000	9		
60,001 - 85,000	10		
85,001 and over	11		

Table 2: Two-Earner/Two-Job Worksheet

Married Filing Jointly		All Others	
If wages from HIGHEST paying job are—	Enter on line 7 above	If wages from HIGHEST paying job are—	Enter on line 7 above
0 - $ 50,000	$350	0 - $30,000	$350
50,001 - 100,000	660	30,001 - 60,000	660
100,001 and over	730	60,001 and over	730

Privacy Act and Paperwork Reduction Act Notice.—We ask for the information on this form to carry out the Internal Revenue laws of the United States. The Internal Revenue Code requires this information under sections 3402(f)(2)(A) and 6109 and their regulations. Failure to provide a completed form will result in your being treated as a single person who claims no withholding allowances. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, and the District of Columbia for use in administering their tax laws.

The time needed to complete this form will vary depending on individual circumstances. The estimated average time is: **Recordkeeping** 46 min., **Learning about the law or the form** 10 min., **Preparing the form** 69 min. If you have comments concerning the accuracy of these time estimates or suggestions for making this form more simple, we would be happy to hear from you. You can write to both the **Internal Revenue Service**, Washington, DC 20224, Attention: IRS Reports Clearance Officer, T:FP; and the **Office of Management and Budget**, Paperwork Reduction Project (1545-0010), Washington, DC 20503. **DO NOT** send the tax form to either of these offices. Instead, give it to your employer.

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Form W- 2 (Wage and Tax Statement)

a Control number		Void ☐
b Employer's identification number	1 Wages, tips, other compensation	2 Federal income tax withheld
c Employer's name, address, and ZIP code	3 Social security wages	4 Social security tax withheld
	5 Medicare wages and tips	6 Medicare tax withheld
	7 Social security tips	8 Allocated tips
d Employee's social security number	9 Advance EIC payment	10 Dependent care benefits
e Employee's name, address, and ZIP code	11 Nonqualified plans	12 Benefits included in Box 1
	13 See Instrs. for Box 13	14 Other
	15 Statutory employee ☐ Deceased ☐ Pension plan ☐ Legal rep ☐ 942 emp ☐ Subtotal ☐ Deferred compensation ☐	

16 State	Employer's state I.D. No.	17 State wages, tips, etc.	18 State income tax	19 Locality name	20 Local wages, tips, etc.	21 Local income tax

Department of the Treasury—Internal Revenue Service

Form **W-2** **Wage and Tax Statement**

This information is being furnished to the Internal Revenue Service.

Copy B To Be Filed With Employee's FEDERAL Tax Return

OMB No. 1545-0008

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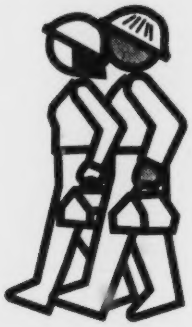
Paycheck Deductions Requested By Employee

Labor Union Dues



Tax Shelters

Group Insurance

Retirement Plans

Savings Account Credits

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ASSIGNMENT SHEET 1 — ESTIMATING PAY

Name ______________________ Score __________

OBJECTIVE 6

Solve problems on earnings based on hourly wages.

INTRODUCTION

As a worker on a job that pays by the hour, your paychecks may be different each pay period. It is, therefore, important that you be able to estimate your earnings.

INSTRUCTIONS

Read each question carefully. Based on the information given, calculate your wages.

Functional Reading
- Follow written instructions

Operation and Calculation
- Calculate with decimals

Math Application
- Solve ratio/proportion problems

Functional Math
- Calculate gross earnings
- Use calculator for computation

1. Jack has a job working in a bakery. He is paid by the hour at the rate of $4.85 per hour. He works seven hours per day Monday through Saturday.

   a. How many hours does he work per week?

   ____

   b. How much does he get paid for each day he works?

   ____

   c. What are his weekly earnings?

   ____

2. Teresa helps paint houses as a summer job. She works from 28 to 46 hours a week and earns $4.50 an hour.

   a. What is the least amount she earns?

   ____

   b. What is the greatest amount she earns?

   ____

3. Compute these wages.

   a. 40 hours @ $4.25 per hour

      ____

   b. 40 hours @ $4.50 per hour

      ____

   c. 40 hours @ $5.10 per hour

      ____

   d. 40 hours @ $4.37 per hour

      ____

   e. 40 hours @ $4.80 per hour

      ____

   f. 40 hours @ $4.95 per hour

      ____

ASSIGNMENT SHEET 2

ESTIMATING PAY

Name ______________________________ Score __________

OBJECTIVE 7 **Solve problems on earnings based on piece-rate wages.**

INTRODUCTION Estimating pay for piece-rate work requires the employee to keep track of his or her daily production, multiply that by the rate per piece, and add the pay per day to arrive at a weekly total.

INSTRUCTIONS Using the information given, calculate the wages.

Operation and Calculation
- Calculate with decimals
- Convert whole numbers to decimals

Math Application
- Solve word problems
- Solve ratio/proportion problems

Functional Math
- Calculate gross earnings
- Use calculator for computation

1. Sam Jones is paid 16¢ cents for each part he assembles for the Public Service Electric Company. Last week, he assembled 2,733 parts. How much did he earn?

   ____

2. Bill Box is paid $3.00 for each delivery he makes, and $2.50 for each order that he fills. On Friday he made eight deliveries and filled six orders. What did he earn that day?

   ____

3. Complete this payroll.

Employee	No. of Pieces					Total pieces produced	Rate per piece	Total pay
	M	T	W	T	F			
a. Hasheim	183	289	321	263	346		20¢	
b. Joseph	222	193	352	352	217		23¢	
c. Jim	300	294	181	322	222		18½¢	
d. Juan	318	378	312	190	294		24¢	
e. Sue	365	294	222	358	164		21¢	
f. Sariah	325	300	358	217	289		19¢	
g. Ann	318	321	312	290	287		20¢	
h. Betty	294	288	319	222	288		17½¢	
i. Patrice	346	287	289	310	294		27¢	
j. Roberto	274	325	263	183	322		22¢	
						Total ________		Total ________

ASSIGNMENT SHEET 3

ESTIMATING PAY

4

Name ______________________________ Score __________

OBJECTIVE 8

Solve problems on earnings based on piece-rate wages with bonus and defectives fee.

INTRODUCTION

Pay for work on piece-rate jobs is based on the difficulty of the task, the number (standard) produced, and the number defective. A bonus is given to the workers who make above the standard, and a fee is charged for each defective part.

INSTRUCTIONS

Review the following table for four jobs, each having a different rate, standard, bonus, and fee. Then calculate the daily pay of the workers.

Functional Reading
- Follow written instructions

Operation and Calculation
- Calculate with decimals
- Convert whole numbers to decimals

Math Application
- Solve ratio/proportion problems

Functional Math
- Calculate gross earnings
- Use calculator for computation

JOB	RATE	STANDARD	BONUS	DEFECTIVE PARTS ALLOWED	FEE
A	6¢	240	3¢	5	3¢
B	8¢	200	4¢	8	4¢
C	10¢	180	6¢	10	6¢
D	5¢	360	2¢	3	2¢

	WORKERS	JOB	PARTS	DEFECTIVE PARTS	DAILY PAY
1.	Maria	A	262	8	
2.	Joseph	B	210	5	
3.	Donald	C	196	7	
4.	Asha	D	384	11	
5.	Lynn	A	242	4	
6.	Hose	B	292	3	
7.	Bob	D	182	6	
8.	Serina	B	206	3	
9.	Cyril	C	208	8	
10.	Ralph	C	200	12	

ASSIGNMENT SHEET 4

ESTIMATING PAY

Name ____________________ Score __________

OBJECTIVE 9 **Solve problems on earnings based on overtime wages.**

INTRODUCTION

The Fair Labor Standards Act requires that all hourly paid employees be paid at least one and one-half times the regular hourly rate for all work over 40 hours per week. Many companies have opportunities for employees to work overtime and earn time and a half.

INSTRUCTIONS

Complete the following payroll table. Overtime (over 40 hours) is figured at 1½ times the regular hourly wage.

Functional Reading
- Follow written instructions

Operation and Calculation
- Calculate with decimals

Math Application
- Select/apply mathematical formula
- Solve ratio/proportion problems

Functional Math
- Calculate gross earnings
- Use calculator for computation

	Number of Hours	Rate per Hour	Rate for Overtime	Regular Wages	Overtime Wages	Total Pay
1.	50	$4.50				
2.	48	5.50				
3.	54	4.80				
4.	44	8.00				
5.	50	6.00				
6.	60	9.00				
7.	51	5.00				
8.	58	4.75				
9.	54	6.50				
10.	60	10.00				

ASSIGNMENT SHEET 5

ESTIMATING PAY

OBJECTIVE 10

Solve problems on earnings based on commissions.

INTRODUCTION

Many jobs, especially those in sales and those that are seasonal, are paid on commission. This provides an incentive for employees who excel in their work.

INSTRUCTIONS

Complete the following table.

Operation and Calculation
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Calculate gross earnings
- Use calculator for computation

	Weekly Base Pay	**Week's Sales**	**Rate of Commission on Sales**	**Commission Earned**	**Total Pay**
1.	$ 75.00	$ 950.00	3%		
2.	150.00	1800.00	10%		
3.	100.00	1200.00	30%		
4.	160.00	850.00	8%		
5.	120.00	800.00	12%		
6.	75.00	1000.00	5%		
7.	120.00	800.00	6%		
8	160.00	750.00	15%		
9.	165.00	1000.00	8%		
10.	145.00	4500.00	5%		

WRITTEN TEST

ESTIMATING PAY

4

Name ______________________________ Score __________

OBJECTIVE 1

Match terms related to paycheck computation and employee benefits to their correct definitions. Write the correct letters in the blanks.

A. insurance
B. hourly wage
C. tax shelters
D. deduction
E. unemployment compensation
F. straight salary
G. sick leave
H. profit-sharing
I. piece-rate wages
J. annual leave
K. overtime wages (time-and-a-half)
L. retirement (group pension plans)
M. contract
N. holiday leave
O. commission
P. workers' compensation
Q. net pay
R. gross pay
S. savings account credit

____ 1. Money that an employer holds out of pay

____ 2. Money paid by the hour

____ 3. Fixed amount of money paid by the week or month, regardless of the hours worked

____ 4. Employer's automatic deposit to an employee's savings account of a certain percentage of a paycheck, by agreement

____ 5. Money paid per production unit completed

____ 6. Payment based on a legal agreement

____ 7. Incentive payment reflecting a certain percentage of total sales of a salesperson

____ 8. A bonus of 1½ hours' pay for every extra hour worked

____ 9. Financial protection against possible illness, injury, death, or disability of a worker

____ 10. Invested funds that are tax-exempt or tax-deferred

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____ 11. Compensated time off from work for illness or injury

____ 12. Compensated vacation time (accumulated)

____ 13. Compensated time away from work for legal holidays or other days an employer designates

____ 14. Insurance benefits for workers injured on the job, paid for through an employer's payroll taxes

____ 15. Accumulated funds paid to the employees concluding their work careers

____ 16. A system allowing the employees to share in a company's financial profits through cash bonuses or the purchase of company stock

____ 17. Money an employer pays out of a state-regulated payroll tax fund to laid-off workers

____ 18. Total wages or salary before deductions

____ 19. Total wages or salary after deductions

OBJECTIVE 2

List items deducted by law from an employee's paycheck. List four items in the blanks.

- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 3

List items deducted by request from an employee's paycheck. List four items in the blanks.

- ____________________
- ____________________
- ____________________
- ____________________

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OBJECTIVE 4

List benefits often reflected in a paycheck. List six benefits in the blanks..

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 5

Match types of wages and salaries to their correct descriptions. Write the correct letters in the blanks.

A. straight contract salary
B. overtime wages
C. straight weekly salary
D. straight commission salary
E. piece-rate wages
F. hourly wages
G. straight monthly salary

_____ 1. Regular hours × base rate

_____ 2. Base pay plus bonus less defectives fee

_____ 3. Straight salary plus percentage of sales, regardless of the hours worked

_____ 4. Written agreement whereby the employer pays a set amount for each job completed, regardless of the hours worked

_____ 5. Payment on a per-week basis, regardless of the hours worked

_____ 6. 1½ times base rate × overtime hours

_____ 7. Payment on per-month basis, regardless of the hours worked

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OBJECTIVE 6	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 7	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 8	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 9	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 10	**Evaluated on Assignment Sheet 5.**

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ASSIGNMENT SHEETS

OBJECTIVE 6

Assignment Sheet 1

1. a. 42
   b. $33.95
   c. $203.70

2. a. $126.00
   b. $207.00

3. a. $170.00
   b. $180.00
   c. $204.00
   d. $174.80
   e. $192.00
   f. $198.00

OBJECTIVE 7

Assignment Sheet 2

1. $437.28
2. $39.00

		Pieces	**Pay**
3.	a.	1,402	$280.40
	b.	1336	$307.28
	c.	1,319	$244.02
	d.	1,492	$358.08
	e.	1,403	$294.63
	f.	1,489	$282.91
	g.	1,528	$305.60
	h.	1,411	$246.93
	i.	1,526	$412.02
	j.	1,367	$300.74
	Total	14,273	$3,032.61

OBJECTIVE 8

Assignment Sheet 3

1. $16.29
2. $17.20
3. $20.56
4. $19.52
5. $14.58
6. $27.04
7. $9.04
8. $16.72
9. $22.48
10. $21.08

OBJECTIVE 9

Assignment Sheet 4

	Rate for Overtime	Regular Wages	Overtime Wages	Total Pay
1.	$6.75	$180.00	$67.50	$247.50
2.	$8.25	$220.00	$66.00	$286.00
3.	$7.20	$192.00	$100.80	$292.80
4.	$12.00	$320.00	$48.00	$368.00
5.	$9.00	$240.00	$90.00	$330.00
6.	$13.50	$360.00	$270.00	$630.00
7.	$7.50	$200.00	$82.50	$282.50
8.	$7.13	$190.00	$128.34	$318.34
9.	$9.75	$260.00	$136.50	$396.50
10.	$15.00	$400.00	$300.00	$700.00

OBJECTIVE 10

Assignment Sheet 5

	Commission	Total
1.	$28.50	$103.50
2.	$180.00	$330.00
3.	$360.00	$460.00
4.	$68.00	$228.00
5.	$96.00	$216.00
6.	$50.00	$125.00
7.	$48.00	$168.00
8.	$112.50	$272.50
9.	$80.00	$245.00
10.	$225.00	$370.00

WRITTEN TEST

OBJECTIVE 1

1. D
2. B
3. F
4. S
5. I
6. M
7. O
8. K
9. A
10. C
11. G
12. J
13. N
14. P
15. L
16. H
17. E
18. R
19. Q

OBJECTIVE 2

Answers should include all of the following:

- Social Security (FICA)
- Federal income tax
- State income tax
- City income tax

OBJECTIVE 3

Answers should include any four of the following:

- Labor union dues
- Group insurance plans
- Company retirement plans
- Savings account credits
- Tax shelters

OBJECTIVE 4

Answers should include any six of the following:

- Insurance
- Tax shelters
- Retirement (group pension plans)
- Savings account credits
- Leaves from work
- Workers' compensation
- Profit-sharing programs
- Unemployment compensation

OBJECTIVE 5

1. F
2. E
3. D
4. A
5. C
6. B
7. G

OBJECTIVE 6	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 7	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 8	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 9	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 10	**Evaluated on Assignment Sheet 5.**

OBJECTIVE SHEET

SUCCEEDING ON THE JOB

5

INTRODUCTION

Once you are hired to do a job, your challenge is to keep the job and to continue growing in your career. Being a good employee, getting along with co-workers and supervisors, and developing professional work ethics will help you fulfill your career goals.

UNIT OBJECTIVE

After completing this unit, the student will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. List characteristics of a good employee.
2. List guidelines for the first day on the job.
3. Select from a list ways to get along with a supervisor.
4. Select from a list ways to get along with co-workers.
5. Evaluate listening skills. (Assignment Sheet 1)
6. State ways to avoid conflict with customers.
7. List work ethic rules.
8. Evaluate personal health and grooming habits. (Assignment Sheet 2)
9. Apply work ethic rules to case studies. (Assignment Sheet 3)
10. List reasons people lose jobs.
11. State basic factors which affect career success.
12. Evaluate personal habits associated with job success. (Assignment Sheet 4)
13. Discuss the appropriate procedure for asking for a raise.
14. Write a letter of resignation. (Assignment Sheet 5)

SUGGESTED ACTIVITIES

SUCCEEDING ON THE JOB

5

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☞ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: List characteristics of a good employee.

- Discuss how the students define being a successful employee. Have them create a list of characteristics they think a successful employee should have.
- Have the students compare their lists to the characteristics given in Information Sheet, objective 1.
- Invite an employer to come to class to discuss what he or she looks for in employees who work for him or her. (You may want to invite several employers to come in at the same time and have them be part of a panel discussion on successful employees.)

Objective 2: List guidelines for the first day on the job.

- Discuss guidelines for the first day on the job using Information Sheet, objective 2.
- Have the students who have or have had jobs relate their first-day experiences.

Objective 3: Select from a list ways to get along with a supervisor.

- Use Information Sheet, objective 3 to present ways that students can get along with a supervisor.

Objective 4: Select from a list ways to get along with co-workers.

- Use Information Sheet, objective 4 to discuss ways to get along with co-workers.

Objective 5: Evaluate listening skills. (Assignment Sheet 1)

- Have the students contribute personal examples of amusing or serious work-related misunderstandings. Discuss how carefully listening for facts and figures might have helped avoid such communication problems.
- Have the students complete Assignment Sheet 1.

Objective 6: State ways to avoid conflict with customers.

- Use Information Sheet, objective 6 to present ways to avoid conflict with customers.
- Have the students give examples of both good and poor customer service they have received. Have the students try to analyze why they may have received poor service. Point out that customer attitude may affect customer service.
- Invite the customer service representative from a local company to visit the class to explain how his or her company handles customer complaints.

Objective 7: List work ethic rules.

- Use Information Sheet, objective 7 to present information about work ethics.

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- Use the Handout to discuss the importance of personal appearance to job success.

- Assign each student a section of work ethics, and have the student interview someone who is employed to find out how the information applies to the employee's job. Information obtained can be used as a basis for class discussion.

Objective 8: Evaluate personal health and grooming habits. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2.

Objective 9: Apply work ethic rules to case studies. (Assignment Sheet 3)

- Apply the information about work ethics from Information Sheet, objective 7.

- Have the students complete Assignment Sheet 3.

Objective 10: List reasons people lose jobs.

- Use Information Sheet, objective 10 to discuss why people lose jobs.

- Invite a personnel manager to visit the class to discuss reasons people lose jobs at his or her company and the procedure involved in terminating an employee.

Objective 11: State basic factors which affect career success.

- Use the Information Sheet, objective 11 to discuss factors which contribute to job success.

- Have the students list people they consider successful. From the list, assign each student a successful person to interview or research for a five-minute oral report to the class. Reports might include information on the person's background, education, work philosophy, and job success.

- After all presentations have been completed, lead a class discussion on any common factors shared by the subjects of the reports.

Objective 12: Evaluate personal habits associated with job success. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

Objective 13: Discuss the appropriate procedure for asking for a raise.

- Use Information Sheet, objective 13 to discuss the appropriate procedure for asking for a raise.

- Select two students to role-play a situation in which an employee asks his supervisor for a raise. Allow class members to discuss the presentation and make suggestions about the employee's approach.

Objective 14: Write a letter of resignation. (Assignment Sheet 5)

- Using the material in the introduction to Assignment Sheet 5, discuss how an employee resigns from a job in a professional manner.

- Have the students complete Assignment Sheet 5.

EVALUATION

Pretest

- Give the Written Test as a pretest.

- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.

- Reteach and reevaluate if necessary.

- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Bramson, Robert. *Coping with Difficult Bosses*. New York: A Birch Lane Press Book, Carol Publishing Group, 1992.

- Brewner, Margaret M., William C. McMahon, and Michael P. Roche. *Job Survival Skills*. New York: Educational Design, Inc., 1986.

- Herr, Edwin, L., ed. *Your Working Life: A Guide to Getting and Holding a Job*. New York: McGraw-Hill, 1980.

- Kimbrell, Grady, and Ben S. Vineyard. *Succeeding in the World of Work*. Blacklick, OH: Glencoe Publishing Company, 1992.

- Kennedy, Joyce Lain and Darryl Laramore. *Joyce Lain Kennedy's Career Book*. Lincolnwood, IL: VGM Career Horizons, 1988.

- Lareau, William. *Conduct Expected: The Unwritten Rules for a Successful Business Career*. Piscataway, NJ: New Century Publishers, Inc., 1985.

Electronic Media

☑ **NOTE:** The following three films are available from Barr Films, 12801 Scabarum Avenue, PO Box 7878, Irwindale, CA 91706-7878. (818) 338-7878.

- *Customer Service: The Film*. 24 minutes, 1986.

  ☑ **NOTE:** Shows how poor customer service can influence a person's desire to do repeat business with a company. The film shows both negative and positive situations.

- *Your New Job.* 17 minutes, 1985.

  ☑ **NOTE:** Illustrates how difficult the first day of a new job can be. Shows how to handle situations that arise on the first day, including questions about office procedures, questions about job duties, questions about difficult co-workers, and questions about how to get along.

- *Your Image, Make it Work for You.* 17 minutes, 1985.

  ☑ **NOTE:** This film explores how grooming, dress, verbal communication, body language, integrity, and performance at work all come together to create an image of a person in the minds of others.

☑ **NOTE:** The following films are available from Agency for Instructional Technology, Box A, Customer Service, Bloomington, IN 47402. (820) 339-2203.

- *How Am I Doing?* 15 minutes, 1983.

  ☑ **NOTE:** Mary's job evaluation turns out to be much less frightening than the nightmare she has about it. Later, Ms. Pearson and another supervisor talk about how hard it is for them to fire someone or give a negative evaluation.

- *Making the Most of Yourself.* 15 minutes, 1983.

  ☑ **NOTE:** Bill is willing to take additional training, adjust his schedule as needed, and fulfill his commitment when he tries. Bobby is not. The host asks which of them is more likely to get ahead. Lee and Mr. Shuford dramatize how body language, choice of words, and tone of voice are important to effective communication.

- *Say That One More Time.* 15 minutes, 1983.

  ☑ **NOTE:** In two versions of Jane's first day, Connie shows her how to use the copy machine. When Jane asks and answers questions, pays attention, takes notes, and works the machine while Connie is there, she learns. Paula demonstrates both poor and good telephone communication skills.

- *How Do I Find a Job?* 15 minutes, 1983.
- *The Application.* 15 minutes, 1983.
- *The Interview.* 15 minutes, 1983.
- *I'm Here to Work.* 15 minutes, 1983.

INFORMATION SHEET

SUCCEEDING ON THE JOB

5

OBJECTIVE 1

List characteristics of a good employee.

☑ **NOTE:** The employer pays the salary and has a right to expect certain qualities in an employee.

- Cooperation

  EXAMPLE: Helping other employees, if permissible, when your duties are completed; seeing things that need to be done and doing them without being told

- Initiative

  EXAMPLE: Moving to additional duties which require more responsibility and more difficult skills

- Honesty

  EXAMPLE: Being productive while at work; not leaving work a few minutes early; not taking stamps, pens, paper, and tools for personal use; not stealing money and/or merchandise; not giving special favors or discounts to friends and relatives without the supervisor's approval; discouraging friends from being dishonest

- Willingness to learn

  ☑ **NOTE:** Approaching a class or job with an open mind will make the tasks more interesting and shows a willingness to learn.

- Ability to follow directions

  ☑ **NOTE:** Listening and reading instructions will save time and effort.

- Neat appearance; good grooming

- Pleasantness

  ☑ **NOTE:** A smile and a pleasant voice favorably impress employers and customers.

- Professional communication

  ☑ **NOTE:** This includes avoiding personal talk on the telephone and too much unproductive talk on the job.

- Politeness

  EXAMPLE: Courteous; well-mannered; considerate conduct; saying "good morning" and "thank you;" escorting, when possible, a customer to a credit department instead of just pointing or giving directions

- Patience
- Punctuality
  - ☐ Starting work on time; returning from breaks and lunch on time
- Good attendance

  ☑ **NOTE:** Excessive absences is a major problem in all organizations.

- Dependability

  ☑ **NOTE:** Completing a task on schedule is a sign of maturity, perseverance, and responsibility.

- Enthusiasm

  ☑ **NOTE:** Acting excited and eager about your job will often cause everyone to get more work done quickly and easily.

- Accepting criticism well

  ☑ **NOTE:** It is impossible to do everything correctly all the time. Occasionally, everyone must accept criticism. Do not make excuses, but look the supervisor in the face and try not to look hurt, sulky, or mad.

- Loyalty

  EXAMPLE: Keeping confidential matters, such as price margins and cost codes, to yourself; not participating in gossip and disputes; not criticizing the business to outsiders; being a good customer of your business's products and services when applicable

  ☑ **NOTE:** Discounts are sometimes available for employees. Your use and recommendation of the business's products and services is excellent promotion.

- Sense of humor

  ☑ **NOTE:** People who can laugh, especially when the joke is on them, will gain the acceptance of co-workers.

- Positive attitude

  ☑ **NOTE:** Look for what is good and right about something or someone. Try not to complain or focus on what is unpleasant. Avoid using words such as "can't," "won't," or "don't." Act happy and enthusiastic and you will be happy and enthusiastic. Do not permit co-workers or supervisors who have negative attitudes to trap you into their way of thinking.

- Lack of jealousy
- Tactfulness
- Interest in the job

  ☑ **NOTE:** This includes leaving your personal problems at home.

OBJECTIVE 2

List guidelines for the first day on the job.

☑ **NOTE:** The first impression you make with co-workers and employers is often a lasting one. Be sure it is a good one.

- Arrive at work a few minutes ahead of time.

  ☑ **NOTE:** This time will probably be used by your supervisor to show you around and introduce you to co-workers. A training program may be started.

- Listen to instructions carefully.

  ☑ **NOTE:** Ask questions if you do not understand what is expected of you.

- Be friendly to co-workers, but do not waste time by visiting on the job.
- Show courtesy to your supervisor.

  EXAMPLE: Refer to this person appropriately, such as Mr., Ms., Mrs.

- Try not to be nervous.

  ☑ **NOTE:** It is easy to be over anxious and nervous the first day on the job. Try to relax and do your best work.

- Learn about the company.

  EXAMPLE: History of the company, products, or services provided

- Report mistakes to your immediate supervisor.

  ☑ **NOTE:** Learn from your mistakes so that you will not make them again.

- Learn the company rules and regulations.
- Think for yourself.
- Take a real interest in your work.
- Keep your work area neat.
- Avoid watching the clock.

OBJECTIVE 3 **Select from a list ways to get along with a supervisor.**

☑ **NOTE:** A good supervisor corrects and makes suggestions when a student trainee does something wrong or in a way that is not best for business.

- Accept the authority of the supervisor to have things done her or his way.
- Immediately ask the supervisor for more responsibilities when all assigned duties are completed.
- Do not give the appearance of flirting with anyone while on the job.
- Handle merchandise and supplies respectfully.

  ☑ **NOTE:** These represent an investment in the business. Soiled or wrinkled merchandise and careless use of supplies and equipment quickly cut into profits.

- Do not pretend to know all about the business.

  ☞ **NOTE:** Young, new employees who appear to think they know all there is to know are considered "smart-alecky" and may not last long on a job.

- Learn from all supervisors, both the good ones and those less skilled.

  EXAMPLE: Some supervisors know how to give constructive criticism while others only give destructive criticism.

- Be considerate and polite at all times.

OBJECTIVE 4

Select from a list ways to get along with co-workers.

- Introduce yourself to the other employees if the supervisor or another employee does not do so.
- Be pleasant, cheerful, and friendly to everyone.
- Learn the names and interests of your co-workers.
- Greet or at least smile at the other employees upon arriving for work.
- Listen, ask questions, and thank other employees who try to be helpful.
- Say good-bye, nod your head, or wave to your co-workers when leaving work for the day.
- Do not force yourself on others.
- If invited, join company-sponsored social groups or teams.
- Realize that young or new employees may have fewer privileges than older, experienced employees.
- Cooperate with your co-workers and help them whenever possible.
- Maintain a positive attitude toward your work and co-workers; share your enthusiasm.

- Show a sense of humor.

  ☑ **NOTE:** Be able to laugh, but do not try to be the company clown.

OBJECTIVE 5 **Complete Assignment Sheet 1.**

OBJECTIVE 6 **State ways to avoid conflict with customers.**

☑ **NOTE:** *Customers* may be called by some other name in your business, such as *clients* or *patrons*. Nevertheless, all businesses have contact with someone who buys their product and/or services.

- Overcome shyness.
- Smile and greet each customer with whom you come in contact.
- Try to remember customers' names, likes, and dislikes.
- Approach customers promptly and with confidence and sincerity.
- Treat each customer as a guest; the customer is your reason for employment.
- Help each customer with individual needs.

  ☑ **NOTE:** Customers come to a business because they need the goods or services you provide. Sometimes they don't even know what their needs are, and you must help define these needs first.

- Realize that some customers will be difficult.
- Always be polite, tactful, and honest with customers.

  ☑ **NOTE:** If you are in a selling situation, stay busy within viewing-distance to the "just-looking" customer. This way, if the customer sees something interesting, you may be of service without appearing to be pushy.

- Never argue with a customer.

  ☑ **NOTE:** You can never win an argument with a customer; you may make your point but lose the customer permanently.

OBJECTIVE 7

List work ethic rules.

☑ **NOTE:** Work rules are usually stricter than those in school because a business is primarily involved in making money.

- Being punctual

  ☑ **NOTE:** This is the most important rule, according to a recent survey of business people.

  - Arrive five minutes early.

    ☑ **NOTE:** Some companies using a time clock do not allow an employee to punch in early, but a good employee should arrive early even if he or she is not permitted to punch in.

  - Dress, if uniforms are needed, and gather your tools on your own time.
  - Return from breaks on time.

    ☑ **NOTE:** Other people may be waiting for you to return or to complete a task so they may go on break.

  - Run personal errands on your own time.
  - Avoid watching the clock.
  - Be willing to work a few minutes overtime without pay unless company policy or the use of a time clock prohibits such action.
  - Never rush or walk away from a customer because of break or dismissal time.

- Appearing neat and appropriately dressed

  ☑ **NOTE:** This is the second most important rule, according to the survey.

  - Clean hands and nails are important.

  - Dangling jewelry may be distracting and bothersome.

    ☑ **NOTE:** It is better to wear no jewelry in some occupations. For instance, people have been seriously hurt by having rings caught in machinery or on the sides of a box or truck.

  - Clothing fads, jeans, and t-shirts may not be appropriate dress.

    ☑ **NOTE:** Check with your employer about appropriate dress. It may be necessary to purchase special uniforms.

  - Precautions should be taken against body and breath odor.
  - Clean, styled hair is helpful in getting and keeping most good jobs.

    ☑ **NOTE:** The use of nets, caps, wigs, or hair spray may be required of both genders for some jobs.

  - As little makeup as possible is more appropriate for work.
    - Natural makeup shades are better for work.
    - Heavy eye makeup is seldom appropriate for work.
    - A clear complexion is desirable.
  - You are never completely dressed until you put on a smile.

- Visiting on the job
  - Keep personal telephone calls to a minimum.
  - Make sure your friends and relatives understand that they should not call or have lengthy personal visits during working hours.

- Missing work
  - Have good attendance at both school and work to acquire and maintain good references.

    ☑ **NOTE:** Some employment agencies report that many companies will not hire someone who is absent as much as once a month, regardless of the reason for the absence.

- ☐ Try not to miss work when you know a lot of tasks need to be completed.
- ☐ Call the employer as early as possible when you must miss work due to illness.
- ☐ Do not miss work for school activities more than is absolutely necessary.
- ☐ Always ask, not tell, the supervisor when you need time off from work.
- ☐ Ask for time off from work as early as possible, and then remind the supervisor again several days before taking the time off.
- ☐ Thank the supervisor for letting you take time off from work.
- ☐ Be willing to trade hours with your co-workers who may want to be off at certain times.

  ☑ **NOTE:** Be sure to get supervisor's approval.
- ☐ Be willing to come to work on short notice when possible.

- Keeping busy

  ☑ **NOTE:** This helps prevent boredom on the job.

  - ☐ Look for extra work to do when your regular work is done.
    - ▸ Things always need to be cleaned, straightened, stacked, marked, or displayed.
    - ▸ Every job, regardless of how dirty or unattractive, is important.
    - ▸ Use slack periods to learn more about your job.
  - ☐ Never sit down on a job that can be done better standing.
  - ☐ Do not wait to be told to do things.
  - ☐ Work even when the supervisor is not around.
  - ☐ Stay with a task until it is finished.

    ☑ **NOTE:** Do not give up when it becomes difficult.
  - ☐ Do not become upset if you must repeat a job.

- Staying poised
    - Stay calm; work quickly and steadily without getting flustered when things go wrong or work piles up.
    - Speak in a clear, distinct, voice; avoid slang, cursing, and improper English.
    - Avoid giggling, a loud voice, or distracting nervous gestures or habits.
    - Do not talk about personal problems or complain about being tired or not feeling well.
- Managing personal finances
    - Never ask for advance pay.
    - Budget your money.
    - Pay your bills promptly.
- Being professional
    - Have a positive attitude.
    - Be enthusiastic.
    - Keep an open mind.

      ☑ **NOTE:** Try to learn something new each day. New equipment and new techniques are being tried each day, and you can be the most up-to-date worker if you will be receptive.
    - Read journals, newsletters, and textbooks that pertain to your profession.
    - Join and be active in your professional organizations.
    - Volunteer to attend any workshops or in-service programs your company offers.

      ☑ **NOTE:** The more you know about your job and profession, the happier you will be. If you want to further your education and training, set realistic goals and work to attain them.

    - ☐ Continue education in your chosen field.

      EXAMPLE: In-service programs, junior colleges and universities, courses offered by professional organizations, adult education courses in vocational and technical schools, proprietary schools

- Communicating effectively
    - ☐ Listen carefully and ask questions if you do not understand.
    - ☐ Repeat the message or instructions to the sender for verification.

      EXAMPLE: I understand that you . . .
    - ☐ Do not misuse language by name-calling or using emotionally loaded words.

      EXAMPLE: That was a stupid mistake.
    - ☐ Do not overstate by using words such as "always," "ever," and "never" which suggest absolute certainty.

      EXAMPLE: You never remember to . . .

OBJECTIVE 8 **Complete Assignment Sheet 2.**

OBJECTIVE 9 **Complete Assignment Sheet 3.**

OBJECTIVE 10 **List reasons people lose jobs.**

- Lack of technical knowledge

  ☑ **NOTE:** Lack of or low ability to execute skills required in a particular job can account for loss of employment. Look at all available opportunities to learn the needed skills or to brush up on learned skills in which you feel weak.

- Poor human relations and attitude

  ☑ **NOTE:** The biggest factor of all is how you conduct yourself with others. If you are not a "people person," then you may want to look for an occupation that does not demand working with the public.

- Low dedication to work ethic

  EXAMPLE: Continual tardiness, calling in sick at the last moment or not at all, poor grooming habits, dishonesty in your work, disloyalty to your place of employment, carelessness in what you do

  ☑ **NOTE:** Employers and the people you care for deserve your very best. You should strive to do your best and give the care and concern that you would want to receive. In return, you have the right to work in an atmosphere of appreciation for your efforts and one in which you are able to learn and grow in your profession.

OBJECTIVE 11 **State basic factors which affect career success.**

- Human relations (personality and attitude)

  ☑ **NOTE:** Once you have a job, the most important factor in keeping it and succeeding in it is your attitude. Your attitude is expressed in how well you get along with others.

- Personal health and grooming

  ☑ **NOTE:** Good grooming habits and good personal health, resulting from proper eating habits, exercise, rest, and regular medical and dental checkups, affect an employee's actions and attitude.

- Ability to do or learn to do the job

  ☑ **NOTE:** Because technology constantly improves equipment and processes, workers must learn new skills throughout their careers.

- Strong dedication to work ethic

  EXAMPLE: Being punctual, honest, and loyal; completing your tasks; showing initiative.

OBJECTIVE 12 **Complete Assignment Sheet 4.**

OBJECTIVE 13

Discuss the appropriate procedure for asking for a raise.

- Before you speak, you must first give considerable thought and study to your request.

- Determine if you are justified in asking for a promotion or a raise by making a good case for yourself in writing. Be objective.

  EXAMPLE: What about your production? Does a standard exist for your work in your office? If so, how does your production compare with this standard? How many mailable letters do you transcribe in an hour? How many customers or callers have you handled without a complaint? What additional preparation have you made since you were hired? If you were to take an employment test at this point, would you perform significantly higher than the one you took when you applied for your job?

- Check your attitudes and work habits.

  EXAMPLE: Are you always prompt in arriving for work? Do you work overtime without complaint when it is necessary? How many days of work have you missed because of illness? Are you considered cooperative by your supervisors and your co-workers? When you finish the work assigned, do you find something else to do?

- Ask your employer for an appointment.

- Take your notes with you to your interview.

  EXAMPLE: "__(Name)__, I have enjoyed my work here very much. As I was hired two years ago, you may be interested in the progress I have made since then."

- Explain your progress in your work.

  ☑ **NOTE:** If you are confident of your worth, you will be able to respond pleasantly to any gruffness or lack of enthusiasm on your employer's part. If the employer challenges your statements, see that you neither back down nor become defensive. Simply and calmly bring up the case that you have prepared.

- Thank your employer for the interview and for the time spent.

- Leave.

  ☑ **NOTE:** Go back to your work and be patient. Even if your employer has seemed impressed with your facts, you must not expect your raise to be forthcoming at once. The employer may intend to grant your request after conferring with other members of the firm. *Don't ruin a good case by becoming a nuisance.*

- Ask your employer if any decision has been made after two weeks.

  ☑ **NOTE:** Keep your tone friendly but impersonal. Too much emotion can ruin your cause. Even though you may be worthy of a raise, circumstances, such as budget, may prevent your employer from giving you a raise.

OBJECTIVE 14 **Complete Assignment Sheet 5.**

Personal Appearance Guidelines

- Grooming — The sum total of your appearance
- Hindrances to good grooming
    - ☐ Too much makeup
    - ☐ Cheap and gaudy jewelry
    - ☐ Run-down heels
    - ☐ Bad breath
    - ☐ Body odor
    - ☐ Unkept hair and nails
    - ☐ Unsuitable accessories
    - ☐ Extreme and unsuitable styles
    - ☐ Exaggerated hair styles
- Helpful hints in grooming
    - ☐ Buy the best clothes you can afford.
    - ☐ Keep your clothes clean and neatly pressed.
    - ☐ Dress stylishly, but avoid extremes, especially in jewelry.
    - ☐ Avoid bad color combinations.
    - ☐ Observe the taste and style of well-dressed people.
    - ☐ Seek advice on colors and styles of clothes.
    - ☐ Study the serviceability and suitability of clothes.
    - ☐ Dress according to your age, position in life, personality, figure, complexion, and the occasion.

May be photocopied for student use.

- ☐ Keep your hair trimmed and shave often.
- ☐ Keep your pockets from bulging.
- ☐ Mend rips promptly and restore dangling buttons.
- ☐ Hang your clothes straight on hangers when not in use.
- ☐ Bathe frequently.
- ☐ Brush your teeth two to four times daily.

- Personal appearance in a job interview
  - ☐ Your appearance will represent the company.
  - ☐ You feel more self-confident if you know you are looking your best.
  - ☐ You make a more generally favorable impression on the interviewer, which makes him more ready to hear your story.
  - ☐ Employers generally think a sloppy person is a sloppy worker.

May be photocopied for student use.

ASSIGNMENT SHEET 1	SUCCEEDING ON THE JOB	5

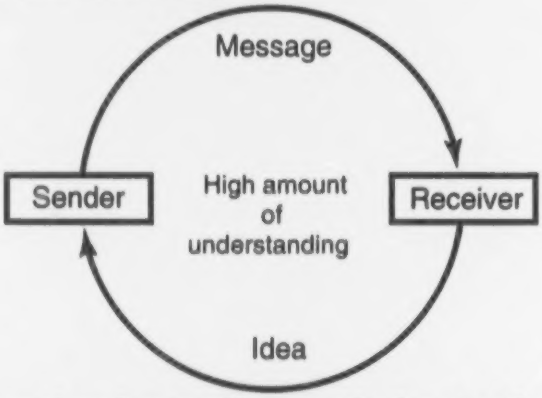
Name ______________________________ Score __________

OBJECTIVE 5

Evaluate listening skills.

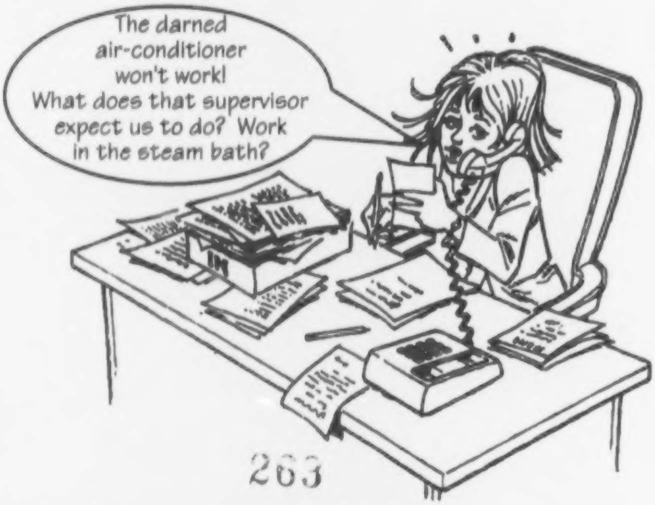
INTRODUCTION

Communication is the sharing of a message or an idea which results in a high degree of understanding between the sender and the receiver of the message.


Message
Sender
High amount of understanding
Receiver
Idea

Sharing and understanding are the key words. Meanings are in people, not in words.

Listening is one key to effective communication. Effective listening requires two skills: the ability to listen for facts and the ability to listen for feelings. Listening for facts comes more naturally than listening for feelings.


The darned air-conditioner won't work! What does that supervisor expect us to do? Work in the steam bath?

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INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Listening
- Apply active listening skills
- Distinguish fact, opinion, and inference
- Draw conclusions/make generalizations
- Analyze/identify point of view

Part 1

Answer two questions about the illustration.

1. What are the facts in the above message?

2. What are the feelings in the message?

✍ **NOTE:** When a person's expressed feelings are ignored the first time around, that person will usually make a second attempt to express her or his feelings. *Listen.*

Part 2

Four students (two pro and two con) should debate the following statement: testing job applicants for drug usage should be expanded to include testing for alcohol.

Listen to their debate and answer the following questions.

✍ **NOTE:** Read all the questions before the activity begins.

This activity will give you practice listening for feelings as well as facts. Remember that most people can get the facts in a message. It is more difficult to listen for feelings. The true message, however, lies in the combination of both the facts and feelings.

1. What problems arise when the opposing side forgets to listen for feelings?

2. Why is it difficult to get agreement on statements of value.

____

____

____

3. How often did the opposing side mistake feelings for fact?

____

____

____

4. Why is it more difficult to find proof for statements of value than for statements of fact?

____

____

____

5. What communication barriers arise when false opinions and feelings get in the way of listening?

____

____

____

6. Did the audience let their own opinions affect the way they heard the argument?

____

____

____

____

ASSIGNMENT SHEET 2 — *SUCCEEDING ON THE JOB* — **5**

Name ________________________________ Score __________

OBJECTIVE 8 **Evaluate personal health and grooming habits.**

INTRODUCTION Good grooming is essential to career success. Poor personal appearance was identified as the number one reason why people were not hired after an employment interview. Remember, the first impression of you is based on how you look. Furthermore, an employer expects you to continue to represent the company in appearance and action.

INSTRUCTIONS Complete the following chart; then answer the questions which follow.

	Always	Most of the Time	Occasionally	Seldom or Never
CLEANLINESS Do you bathe regularly?				
Do you bathe soon after participating in strenuous activity?				
Do you use an effective deodorant daily?				
Do you wear fresh, clean undergarments daily?				
POSTURE Do you sit properly without slouching?				
Do you stand properly with chin up and abdomen in?				
Do you walk with your head held high and at a rapid pace?				
TEETH, MOUTH, AND BREATH Do you have a dental checkup at least once a year?				
Do you brush your teeth at least twice daily?				
Do you use a preventive as often as necessary to avoid bad breath?				
Are you conscious of the fact that too much gum and sweets may be harmful to your teeth?				

	Always	Most of the Time	Occasionally	Seldom or Never
HAIR Do you avoid combing or brushing your hair in public?				
Do you wash your hair as needed?				
Do you wear your hair in a style that is becoming to you?				
Do you keep your brush and comb clean?				
If you have dandruff, do you use a medicated shampoo or see a doctor?				
FACE Is your skin clean and well cared for?				
FACE (FOR FEMALES) Is your makeup obvious?				
Do you avoid applying makeup in public?				
FACE (FOR MALES) Are you clean-shaven or is your beard/ moustache neatly trimmed?				
HANDS Do you refrain from biting your fingernails?				
Are your fingernails clean and trimmed to a moderate length?				
CLOTHING Do you keep your clothes in good repair, that is, no ripped seams, no missing buttons, and no pins, tape, or staples in hems?				
Do your clothes look neat, clean, and pressed?				
Do your clothes fit properly?				
Do you wear clothes appropriate to the occasion?				
Do you choose clothes that are becoming to your body?				
Do you avoid extremes in styles?				
Do you keep your shoes in good condition? ☑ **NOTE**: Avoid overrun heels, scuffs, and lack of shoelaces.				
Do you use clothing as a means to rebel against school and parental authority?				

	Always	Most of the Time	Occasionally	Seldom or Never
GENERAL HEALTH Do you make an effort to eat a balanced diet each day?				
Do you try to keep your weight at the recommended weight for you?				
Do you avoid eating junk foods?				
Do you avoid eating what you know is harmful to your complexion?				
If you have a serious skin problem, do you consult a dermatologist?				
Do you get enough sleep each night?				
Do you have physical checkups regularly?				
Do you get sufficient physical activity?				
Are you absent no more than 1¼ days out of thirty on account of illness?				

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

Cognitive Activities
- Draw conclusions
- Identify/evaluate consequences

1. What are your strengths in your personal grooming habits?

2. What areas of your personal grooming habits need improvement?

ASSIGNMENT SHEET 3

SUCCEEDING ON THE JOB

5

Name ______________________________ Score __________

OBJECTIVE 9 **Apply work ethic rules to case studies.**

INTRODUCTION

Work rules have a purpose: they are to help employees be more productive. By following the rules of your employer, you will not only be developing a professional work ethic but you will also be building a successful work record, one that will help you obtain promotions, rewards, and recognition.

INSTRUCTIONS

Read each of the following case studies and decide which work rules have been violated, which rules have been kept, and how the problems could have been solved or avoided.

Reading Comprehension
- Distinguish fact, opinion and inference
- Draw conclusions
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Job Acquisition/ Development
- Apply business etiquette

Social Studies Application
- Investigate/apply principles of ethics

This assignment may be done by an individual or by small groups. The individual or a group leader should lead the class discussion on possible solutions. Share with the class any personal experiences or observations of broken work rules that have caused problems on a job.

☑ **NOTE:** The case studies can also be used for role playing a discussion between a supervisor and student-trainee.

1. Roberto works for a manufacturer of building and home improvement supplies. Because he often must do heavy, dirty work, it is not necessary for him to wear dress clothes. He usually wears his old jeans with the knees worn out and one of his t-shirts with the picture of a marijuana leaf or wine bottle. What work rules apply in this situation?

____

____

____

____

2. Bertha works in a small jewelry store with only one employee. As soon as Bertha arrives at work, the other employee can go

on a break and then do some bookkeeping duties which cannot be done until someone comes to help the customers. However, because Bertha has such little time between school and work, she asked if she could also have a break. Also, Bertha's mother now calls frequently to give her a short shopping list to fill during her break, and Bertha sometimes calls her mother to ask about borrowing the family car after work. What work rules are involved in this situation?

3. Lawanda works at a flower and gift shop. She is an excellent employee except for one problem. Lawanda has difficulty getting to work on time on Saturday mornings after a late date on Friday nights. She just doesn't hear her alarm go off and has also left work early several afternoons. After her teacher-coordinator talked to her training station sponsor, what work rules do you suppose the teacher-coordinator discussed with Lawanda?

4. Zoe is a timid girl who works in the ladies ready-to-wear department of a well-known chain of department stores. She is very good about assuming new responsibilities. For example, after she quickly finished marking a shipment of blouses, she asked the head of the department to show her how to operate the ticket printing machine and how to figure the cost code. However, when it became time to display the blouses, several of the plastic bags protecting the blouses were so badly wrinkled that they looked like old merchandise. Consequently, several of these blouses had to later be marked down in order to sell. What work rules are involved in this situation?

5. Martha works in an exclusive women's boutique. The owner of the shop became outraged when Martha carelessly mixed shoe sizes when placing the shoes back in their boxes. Martha also returned a box of scarves to the wrong shelf and left a box of panty hose lying on the counter. "I told you several times to handle the merchandise more carefully," the owner said sharply. Martha didn't know how to react. What work rules are involved in this situation?

6. Amaz just got fired. His explanation is the following: "The boss seemed to have a good reason for cutting back on the number of employees at this time, but I think he really just doesn't like me. The boss mentioned once that I didn't seem interested in the job. Heck, I'm going to be a lawyer. I just want to work in a men's clothing store to get through eight years of college. I don't need to know how to do all that stuff in the store. Besides, the boss always got mad if I just stood around a minute. He and the other employees are always standing around talking to each other when there aren't customers in the store. They expected me to do my work and their work, too, especially if it was dirty work." Amaz does not seem to be aware of which work rules?

7. Tonja is a waitress at The Steak Place. Toward the end of the day Tonja is very tired, so she sits down in the booths while cleaning off the tables. She figures that she deserves a rest considering the low wages she is paid. What work rules are involved in this situation?

8. Peggy works in a fabric shop. Her employer had second thoughts about having hired Peggy because Peggy began to wear a lot more makeup. She also began to wear short dresses or tight pants which were not practical for lifting and stooping. Peggy sometimes wore jeans to school but changed clothes when she got to work, which took about ten minutes of her work time. What work rules are involved in this situation?

9. Sally had been observed using the office's postage stamps for personal letters. Her employer ended up firing Sally. Was the employer justified in letting Sally go? Will Sally fully understand why she was dismissed without an understanding of the work rules?

10. Carlita works in a nursing home. Several ill patients have complained that her cologne is too strong. Is Carlita's heavy use of cologne a violation of a basic work rule?

ASSIGNMENT SHEET 4

SUCCEEDING ON THE JOB

Name ______________________________ Score __________

OBJECTIVE 12

Evaluate personal habits associated with job success.

INTRODUCTION

Good habits are necessary in order to establish good human relations and good relationships with co-workers, employers, and customers.

INSTRUCTIONS

Use the following checklist to evaluate your personal habits associated with job success.

CO-WORKERS (OR OTHER STUDENTS)	Yes	No
Do you do your own work and not leave it for someone else to do?	____	____
Do you clean up after yourself?	____	____
Are you willing to learn from others about how to do a job better?	____	____
Do you contribute to morale and team spirit at your place of business?	____	____
Do you learn names of the people with whom you work as soon as possible?	____	____
Do you take a sincere interest in co-workers, their families, and their interests?	____	____
Are you a good listener?	____	____
Do you admit mistakes without making excuses?	____	____
Do you assume blame for things that are your fault?	____	____
Do you avoid gossip?	____	____
Do you support co-workers?	____	____

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

Teamwork/Cooperative
- Identify values/attitudes
- Investigate/identify personal styles

Cognitive Activities
- Draw conclusions
- Identify/evaluate consequences

EMPLOYER (OR TEACHER)	Yes	No
Are you cheerful?	____	____
Do you feel your job is a privilege, not a right?	____	____
Do you try always to do the best you can?	____	____
Do you know your job?	____	____
Are you on the job unless excused?	____	____
Are you on time and ready to work?	____	____
Do you try to avoid waste of all kinds (material, time, equipment)?	____	____
Do you look for a better way to do the job?	____	____
Do you tell the truth?	____	____
Do you ask questions when you need help?	____	____
Do you try to see the employer's side when a problem arises?	____	____

CUSTOMERS (OR ANYONE WITH WHOM YOU ARE WORKING)	Yes	No
Do you know what is expected of you?	____	____
Do you do your job well?	____	____
Do you give business-like treatment to customers?	____	____
Are you polite to customers?	____	____
Do you recognize customers as buyers of your service and give them their money's worth?	____	____
Are you sincere?	____	____
Do you smile?	____	____
Are you friendly, interested, and sympathetic?	____	____
Do you listen?	____	____
Do you try not to rush the customer?	____	____

	Yes	No
Do you avoid arguing with an angry customer?	____	____
Do you avoid comments that might upset a customer?	____	____
Do you refer matters you cannot handle to your supervisor?	____	____
Do you treat each customer as an individual?	____	____
Do you take pride in winning a customer's friendship?	____	____

1. What do you feel are your strengths in personal habits associated with job success?

2. What do you feel are your weaknesses in personal habits associated with job success?

Name ______________________________ Score __________

OBJECTIVE 14

Write a letter of resignation.

INTRODUCTION

It is not unusual for a person to change jobs a number of times before finding a position regarded as permanent. Part of total career success involves notifying your present employer of your resignation. How do you leave with a good impression?

Sometimes a letter is necessary because of the distance involved or the difficulty of arranging an interview with the proper company official. If notice can be given in person, you should do so. It usually takes a little time, but it affords the opportunity for a discussion which could lead to improved understanding, if not other advantages.

A good letter of resignation, including one that merely confirms a conversation, has many possible advantages. Written in a spirit of friendliness and cooperation, it can be a valuable addition to your personnel file. Later on, if supplying a recommendation, a supervisor may wish to see your file to refresh his or her memory about you. Your "exit" letter will show that you apparently left on friendly terms and gave notice in writing. Under the principle of "all's well that ends well," the letter may cause a better recommendation than would otherwise be written. It can also provide a favorable climate for you to rejoin the company if unforeseen events bring you back to the company.

INSTRUCTIONS

Use the following guidelines and the sample letter to write a letter of resignation.

1. Address the letter to your supervisor.
2. Imply that your departure will be taken as an inconvenience.
3. Begin with a statement that will be of interest and will appeal to your reader.

   EXAMPLE: Show appreciation for the employment under the current management. Acknowledge the confidence placed in

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Write letters

Job Acquisition/ Development
- Apply business etiquette

Functional Social Studies
- Practice good work ethics

you by various advancements. Comment on the rewarding experience you have acquired under the direction of your supervisor.

> ☑ **NOTE:** The purpose of this is to place your reader in a relaxed frame of mind so that she or he will be receptive to the message that follows.

4. Give "positive" reasons for going to the new job; avoid "negative" reasons for leaving the job.

5. Mention the name of the new employer and the position you are to fill.

6. Give an appropriate time notice.

   ☑ **NOTE:** This time interval should meet company regulations. No set time can be quoted, sometimes two weeks, sometimes an even longer period of time. Usually the higher you are in the organization, the more likely it is that you should give notice of a month or more.

7. End on a constructive or encouraging note.

   EXAMPLE: Request a personal interview to explain in greater detail. Offer to extend the departure date, if possible, while a replacement is being found. Offer to help train the replacement. Suggest a possible replacement, if not out of place. Simply offer to be available to help in the transition, as needed.

8. Keep a copy of the letter.

9. Mail the letter.

   ☑ **NOTE:** Circumstances may warrant a registered letter.

SAMPLE RESIGNATION LETTER

April 30, 19___

Rosy Neal, Coordinator
Sunshine Care Center
2341 Roadway
Anytown, America 00000

Dear Ms. Neal:

Ten days ago I had no idea that I might be writing you this letter. I must say that my association with Sunshine Care Center has always been gratifying and rewarding. In particular, I appreciate the guidance you personally have given me since my start here thirteen months ago.

Last week, however, I received a job opportunity which I consider too good to pass up. Candy Care Lane, Incorporated, is staffing its new center in Somecity, Anystate, my old hometown. I have been offered the position of head teacher at an attractive starting salary. Although the income is important, the prospect of returning to the southern Anystate area is irresistible.

I have decided to accept the offer from Candy Care Lane, Incorporated. As I am to report on June 1, this letter should give you about four weeks notice.

If I can do anything during the next few weeks to help the center prepare for my departure, I shall be happy to be of service.

Respectfully yours,

Debbie Stone

Debbie Stone
Child Care Aide

WRITTEN TEST

SUCCEEDING ON THE JOB

5

Name ______________________________ Score __________

OBJECTIVE 1

List characteristics of a good employee. List 15 characteristics in the blanks.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 2

List guidelines for the first day on the job. List eight guidelines in the blanks.

- ______________________________
- ______________________________
- ______________________________

May be photocopies for student use.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 3

Select from a list ways to get along with a supervisor. Write an "X" in the correct blanks.

_____ 1. Do not assume new or more difficult responsibilities when your assignment duties are completed.

_____ 2. Do not give the appearance of flirting with anyone while on the job.

_____ 3. Handle merchandise and supplies respectfully.

_____ 4. Show the supervisor that "there is nothing to it" when learning about the business.

_____ 5. Impress the supervisor with your easier and better way of doing things.

_____ 6. Learn from all supervisors, both the good ones and those less skilled.

OBJECTIVE 4

Select from a list ways to get along with co-workers. Write an "X" in the correct blanks.

_____ 1. Learn the names and interests of your co-workers.

_____ 2. Greet or at least smile at the other employees upon arriving for work.

_____ 3. Wait to be introduced to your co-workers by the supervisor or another employee.

_____ 4. Listen, ask questions, and thank the other employees who try to be helpful.

_____ 5. Include yourself in your co-workers lunch groups.

_____ 6. Try to be the funniest person at work.

May be photocopies for student use.

____ 7. Cooperate with your co-workers and help them whenever possible.

____ 8. If invited, join company-sponsored social groups or teams.

____ 9. Realize that young or new employees have the same privileges as older, experienced employees.

____ 10. Maintain a positive attitude toward your work and your co-workers; share your enthusiasm.

OBJECTIVE 5 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 6 **State ways to avoid conflict with customers.** Write six ways in the blanks.

- ____
- ____
- ____
- ____
- ____
- ____

OBJECTIVE 7 **List work ethic rules.** Write two work rules in the blanks under each of the following categories.

- Being punctual
  1) ____
  2) ____
- Appearing neat and appropriately dressed
  1) ____
  2) ____

May be photocopies for student use.

- Visiting on the job

  1) ____

  2) ____

- Missing work

  1) ____

  2) ____

- Keeping busy

  1) ____

  2) ____

- Staying poised

  1) ____

  2) ____

- Managing personal finances

  1) ____

  2) ____

- Being professional

  1) ____

  2) ____

- Communicating effectively

  1) ____

  2) ____

OBJECTIVE 8 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 9 **Evaluated on Assignment Sheet 3.**

May be photocopies for student use.

OBJECTIVE 10 **List reasons people lose jobs**. List three reasons in the blanks.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 11 **State basic factors which affect career success.** State four factors in the blanks.

- ______________________________
- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 12 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 13 **Discuss the appropriate procedure for asking for a raise.** Write a brief paragraph explaining the procedure. Include a minimum of five specific actions.

- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____

OBJECTIVE 14 **Evaluated on Assignment Sheet 5.**

May be photocopies for student use.

ASSIGNMENT SHEETS

OBJECTIVE 5

Assignment Sheet 1

1. Air conditioning is not working; work area is uncomfortably warm
2. Irritation; frustration; anger; unhappiness

The remainder of the assignment should be completed to the satisfaction of the instructor.

OBJECTIVE 8

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 9

Assignment Sheet 3

1. Neat appearance and appropriate clothes for the job; no clothing fads
2. Visiting on the job; personal calls should be kept to a minimum; no lengthy calls from relatives or friends; punctuality—run personal errands on your own time (break may not be long enough for shopping); return from breaks on time
3. Punctuality—arrive five minutes early; ask for time off as early as possible; remind your supervisor several days before the actual date; be willing to trade hours with co-workers who may want to be off at certain times
4. Handle merchandise and supplies respectfully; poise—stay calm even when frustrated
5. Keeping busy—stay with a task until it is finished; do not become upset when you must do a job over; handle merchandise and supplies respectfully
6. Keeping busy—never just stand around; every job, regardless of how dirty or unattractive is important; use slack periods to learn more about your job; do not wait to be told to do things

7. Keeping busy—never sit down on a job that can be done better standing up

8. Punctuality—dress and gather tools on your own time; neat appearance and appropriate clothes for the job—clothing fads and jeans may not be appropriate for the job; use as little makeup as possible

9. Personal management—budget your money; employers may think that Sally will take other things from the office if she takes postage stamps

10. Yes, the rule on neat appearance and appropriate clothes implies that Carlita should not have any offensive body odors; in this case, Carlita's perfume is offensive because she wears too much.

OBJECTIVE 12

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

OBJECTIVE 14

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

Answers should include any 15 of the following:

- Cooperation
- Initiative
- Honesty
- Willingness to learn
- Ability to follow directions
- Neat appearance; good grooming
- Pleasantness
- Professional communication
- Politeness
- Patience
- Punctuality
- Good attendance
- Dependability

- Enthusiasm
- Accepting criticism well
- Loyalty
- Sense of humor
- Positive attitude
- Lack of jealously
- Tactfulness
- Interest in the job

OBJECTIVE 2

Answers should include any eight of the following:

- Arrive at work a few minutes ahead of time.
- Listen to instructions carefully.
- Be friendly to co-workers, but do not waste time by visiting on the job.
- Show courtesy to your supervisor.
- Try not to be nervous.
- Learn about the company.
- Report mistakes to your immediate supervisor.
- Learn the company rules and regulations.
- Think for yourself.
- Take a real interest in your work.
- Keep your work area neat.
- Avoid watching the clock.

OBJECTIVE 3

2, 3, 6

OBJECTIVE 4

1, 2, 4, 7, 8, 10

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

OBJECTIVE 6

Answers should include any six of the following:

- Overcome shyness.
- Smile and greet each customer with whom you come in contact.
- Try to remember customers' names, likes, and dislikes.
- Approach customers promptly and with confidence and sincerity.

- Treat each customer as a guest; the customer is your reason for employment.
- Help each customer with individual needs.
- Realize that customers will be difficult.
- Always be polite, tactful, and honest with customers.
- Never argue with a customer.

OBJECTIVE 7

Answers should include any two of the following under each category:

- Being punctual
    - Arrive five minutes early.
    - Dress and gather your tools on your own time.
    - Return from breaks on time.
    - Run personal errands on your own time.
    - Avoid watching the clock.
    - Be willing to work a few minutes overtime without pay unless company policy or the use of a time clock prohibits such action.
    - Never rush or walk away from a customer because of break or dismissal time.

- Appearing neat and appropriately dressed
    - Clean hands and nails are important.
    - Dangling jewelry may be distracting and bothersome.
    - Clothing fads, jeans, and t-shirts may not be appropriate dress.
    - Precautions should be taken against body and breath odor.
    - Clean, styled hair is helpful in getting and keeping most good jobs.
    - As little makeup as possible is more appropriate for work.
    - You are never completely dressed until you put on a smile.

- Visiting on the job
    - Keep personal telephone calls to a minimum.
    - Make sure friends and relatives understand that they should not call or have lengthy personal visits during working hours.

- Missing work
    - Have good attendance at both school and work for good references.
    - Try not to miss work when you know a lot of tasks need to be completed.
    - Call the employer as early as possible when you must miss work due to illness.
    - Do not miss work for school activities more than is absolutely necessary.
    - Always ask, not tell, the supervisor when you need time off from work.

  - Ask for time off from work as early as possible and then remind the supervisor again several days before taking the time off.
  - Thank the supervisor for letting you take time off from work.
  - Be willing to trade hours with co-workers who may want to be off at certain times.
  - Be willing to come to work on short notice when possible.

- Keeping busy
  - Look for extra work to do when your regular work is done.
  - Never sit down on a job that can be done better standing.
  - Do not wait to be told to do things.
  - Work even when the supervisor is not around.
  - Stay with a task until it is finished.
  - Do not become upset if you must repeat a job.

- Staying poised
  - Stay calm; work quickly and steadily without getting flustered when things go wrong or work piles up.
  - Speak in a clear, distinct, voice; avoid slang, cursing, and improper English.
  - Avoid giggling, a loud voice, or distracting nervous gestures or habits.
  - Do not talk about personal problems or complain about being tired or not feeling well.

- Managing personal finances
  - Never ask for advance pay.
  - Budget your money.
  - Pay your bills promptly.

- Being professional
  - Have a positive attitude.
  - Be enthusiastic.
  - Keep an open mind.
  - Read journals, newsletters, and textbooks that pertain to your profession.
  - Join and be active in your professional organizations.
  - Volunteer to attend any workshops or in-service programs that your company offers.
  - Continue education in your chosen field.

- Communicating effectively
  - Listen carefully and ask questions if you do not understand.
  - Repeat the message or instructions to the sender for verification.
  - Do not misuse language by name-calling or using emotionally loaded words.
  - Do not overstate by using words such as "always," "every," "ever," and "never" which suggest absolute certainty.

OBJECTIVE 8

Evaluated on Assignment Sheet 2.

OBJECTIVE 9

Evaluated on Assignment Sheet 3.

OBJECTIVE 10

Answers should include all of the following:

- Lack of technical knowledge
- Poor human relations and attitude
- Low dedication to work ethic

OBJECTIVE 11

Answers should include all of the following:

- Ability to do or learn to do the job
- Personal health and grooming
- Human relations (personality and attitudes)
- Strong dedication to work ethic

OBJECTIVE 12

Evaluated on Assignment Sheet 4.

OBJECTIVE 13

Answers should include any five of the following:

- Before you speak, you must first give considerable thought and study to your request.
- Determine if you are justified in asking for a promotion or a raise by making a good case for yourself in writing. Be objective.
- Check your attitudes and work habits.
- Ask your employer for an appointment.
- Take your notes with you to your interview.
- Explain your progress in your work.
- Thank your employer for the interview and for the time spent.
- Leave.
- Ask your employer if any decision has been made after two weeks.

OBJECTIVE 14

Evaluated on Assignment Sheet 5.